

PUBLIC • EDUCATION

• PENNSYLVANIA •

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

HISTORIC PENNSYLVANIA



PENNSBURY MANOR—A RESTORATION

"Governments, like clocks, go from the motion men give them, and as governments are made and moved by men, so by them they are ruined too. Wherefore governments rather depend upon men, than men upon governments. Let men be good and the government cannot be bad; if it be ill, they will cure it. But if men be bad, let the government be ever so good, they will endeavor to warp and spoil it to their turn."

William Penn

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TRAINING FOR DEMOCRACY THROUGH EXPERIENCE

Since the formulation, more than a decade ago, of the Seven Cardinal Principles, American educators have devoted much time to determining and refining American educational objectives. Since the first, civic education as training for successful living in a democratic social order, has been recognized and emphasized as a prime responsibility of public education.

Probably never before in the history of American democracy has the need been greater, or more urgent, for a careful weighing of relative values in our educational programs and procedures. All of these must be premised upon the perpetuation of the American way of life through education for civic responsibility.

If we accept democracy as the basic principle of social relationship, it follows that we advocate group self-determination. If we sanction group self-determination, we impose upon society the responsibility of providing for intelligent individual self-direction. Upon the educational system of the Commonwealth, primarily, rests the custody of an education for a democracy that will preserve American institutions and perpetuate American ideals.

World affairs emphasize the fact that we must be ready to give an accounting of that custodianship. In this uncertain age we see a ruthless, widespread eclipse of civil liberties. The contempt of greater powers for the rights of smaller nations grows apace. Aggression and intolerance seem to stalk the earth. It seems timely that, with these responsibilities, we ask ourselves how well we have kept the faith.

And as to training for democracy, of what should it consist? We have heard much of citizenship education and the social sciences. It is not sufficient to theorize concerning abstract principles of human relationships, wholly or largely outside of the experience of the pupil, and insofar meaningless to him.

It seems obvious, that citizenship cannot be taught simply by word of mouth. One might as well attempt so to teach creative art or silent reading. Words have significance only as something within the experience of the individual serves as a basis for comprehension. Like all "inner growth", based upon emotional reaction, training for democracy, with its development of attitudes and ideals, can be attained only through experience in democratic living.

If this be true, it means for us, a careful reconsideration of our educational programs and procedures. Freedom of action, as largely as possible, for the development of self-control and self-direction. The maintenance of self-respect and self-confidence, for full participation in group life. Student participation in government, for majority rule in group self-determination. Group discussion for the analysis of common problems. Practice in arriving at collective judgments, for mutual understanding and cooperative enterprise. These are some of the educational implications of the American concept of freedom.

Much has been done in our educational system to foster self-expression and self-direction in pupils, yet unnecessary teacher-domination persists. Training for democracy, however, is much more than this. It is a processing of the souls of men—the inculcation of respect for others' rights, of tolerance and open-mindedness, of equality and justice, and of goodwill and cooperativeness. If properly administered, it should mould our attitudes and ideals, throughout childhood and youth, by school experience. Throughout maturity, by adult education, it should foster an understanding of changing socio-economic conditions and issues.

It remains for our educational system to provide within its walls an abundant experience in democratic living. Only by creating a democratic life situation, planting the seed, cultivating the soil, and fostering within individuals the necessary continuing "inner growth", can training for democracy be attained.

Francis B. Haas

FRONTISPIECE



PENNSBURY MANOR

William Penn, during his two sojourns in his province of Pennsylvania from 1682 to 1684 and 1699 to 1701, selected as his country home a tract of over 8,000 acres in Falls Township, Bucks County, near present Morrisville. Approximately twenty-five miles north of Philadelphia, this two-story brick mansion, with out-buildings, was designed to be the retreat of Penn while engaged in the management of his vast colonial enterprise. The buildings, while pretentious for the times, were not well constructed and the Manor of Pennsbury had fallen into ruins and was dismantled even prior to the Revolution.

The restoration of this property had long been a dream of those interested in Pennsylvania history. In 1932, as a result of the commemoration of the 250th anniversary of the arrival of Penn in his province, the heart of the property, including over eight acres and the building site, was deeded by Charles Warner to the Commonwealth of Pennsylvania.

Shortly after this, the Historical Commission undertook an archaeological investigation of the site under the direction of Donald A. Cadzow, State Archaeologist. This work was carried on intermittently over a period of two years with liberal aid from Federal relief funds for labor. Definite results were forthcoming in that the foundations of the original buildings were uncovered, a large collection of relics relating to the period was salvaged, and the property put in a condition to withstand dangers of further destruction.

In 1936, the Commission secured the services of R. Brognard Okie of Philadelphia, as architect to prepare plans for the possible restoration of Pennsbury Manor. With the inauguration of a state-wide Public Works Program in Pennsylvania, under the General State Authority, the project was brought to the attention of that body. Its acceptance as a part of the program of the Authority resulted in the letting of contracts for the restoration in February, 1938. Ground breaking ceremonies were held on April 21 of that year.

Executive Office

FRANCIS B. HAAS
Superintendent of Public
Instruction

TEACHER TENURE HEARINGS TEACHER TENURE ACT AS AMENDED

After careful consideration, it seems advisable to give publicity to the essential aspects of my opinion and decision in the first appeal to me, under the amended Teacher Tenure Act. Both parties, while differing in opinion, are equally sincere and equally zealous to serve the best interests of the school children entrusted to their care, and equally willing to participate in this, and any other matter possible, in order to protect those interests.

In this opinion are expressed certain postulates which should serve as guiding principles for greater unity of purpose in public school work. It is hoped that its publication will direct the attention of school directors and teachers alike to the legal and moral responsibilities of the continuing contract, and thus foster mutual understanding, harmony, and cooperative effort in the interest of the school children of the Commonwealth, for whom alone, boards of school directors, instructional staffs, and school plants exist.

—F. B. H.

APPEAL OF CLARENCE
F. BRIGGS, a Professional
Employee from a decision of
the Board of School Direc-
tors of Huston Township,
Clearfield County, Pennsylv-
ania

OPINION

Francis B. Haas,
Superintendent of Public Instruction

In the Office of the Super-
intendent of Public Instruc-
tion, Commonwealth of
Pennsylvania, at Harrisburg,
Pa. No. 1, November 14,
1939

"This case is the first appeal to the Superintendent of Public Instruction under the provisions of the Teacher Tenure Act of April 6, 1937, P. L. 213 as amended by Act 274, approved June 20, 1939.

"It is reasonable to assume that the provision for such appeal contemplates that the Superintendent of Public Instruction will bring to the review of the case an educational background different from that of the original hearing. With this in mind the Superintendent of Public Instruction desires to make the following general observations:

- "1. In a reasonably satisfactory school situation, the relationship between employing board, the responsible supervisory officials, and the teacher should be such that constructive advice and help should be available continuously for the teacher and especially for the teacher whose work appears to be developing in an unsatisfactory manner.
- "2. It is reasonable to believe that the employing board and the supervisory officials after analyzing the difficulties should endeavor to adjust the case amicably in order that the welfare of the community be not jeopardized.
- "3. While school directors, in discharging their duties, are under obligation to consider important evidence from every available source, nevertheless they should not seek to secure that evidence by improper or unethical methods. The propriety of assigning to professional associates of a teacher the task of

diverting from their regular duties a portion of their time and energy to the securing of evidence to be used in dismissing a teacher is certainly open to serious criticism.

- "4. There seems to be little justification in the hearing of an appeal for the consideration of testimony which could have been introduced at the original hearing.

"The appellant, under date of May 6, 1937, entered into a contract with the board of directors of the School District of Huston Township, Clearfield County, as a professional employee, which contract was in accordance with the Form required to be executed under the provisions of the Teacher Tenure Act. Under date of July 18, 1939, said board caused a notice to be served upon the appellant which read in part as follows:

'You are herewith notified that the Board of School Directors of Huston Township, Clearfield County, Pennsylvania, at a meeting held the seventeenth day of July, 1939, unanimously voted not to renew your contract for the school year 1939 and 1940, because of your willful violation of the School Laws of the Commonwealth both as to the conduct of classes, the subjects to be covered, and the propriety of remarks.'

"A date for a hearing was set in the event that the appellant desired to be heard. Attached to this notice was a detailed statement of the charges upon which the dismissal or, as the board styled it, the 'refusal of reelection'

Executive Office—Continued

was based. These detailed charges included failure and neglect to hold scheduled classes, interruption of recitation periods of other teachers, use of school time and materials for political purposes, disregard of the rules and regulations of the board relative to the purchase of school supplies, failure to maintain discipline and several other allegations relating to the general conduct and attitude of the appellant toward other teachers and the board of directors.

"Pursuant to said notice and charges, a hearing was held before the board of school directors of Huston Township, testimony was taken, and under date of August 29, 1939, at a special meeting of said board it was unanimously voted to terminate the contract of the professional employe, appellant in this case. Notice of said decision of the board was sent to the professional employe under date of August 30, 1939. Under date of September 19, 1939 the aggrieved professional employe filed an appeal in the office of the Superintendent of Public Instruction, setting forth twenty reasons why he felt himself aggrieved by the action of the board.

"The detailed written statement of the charges served upon the appellant by the board of school directors may be summarized as embracing persistent and willful violation of the School Laws of this Commonwealth and persistent negligence.

"The evidence in this case does not sustain the charge of persistent and willful violation of the School Laws of this Commonwealth nor was this charge pressed by counsel for the board in his brief or oral arguments on this appeal.

"The record shows that Clarence F. Briggs was employed by the Huston Township School District as a teacher during the school year 1937-1938 and 1938-1939. He continued in the employ of that district until the termination of his contract by the board on August 29, 1939. Under date of September 16, 1937 by a motion of the board of school directors, Clarence F. Briggs was designated as principal (N.T.5). There was no qualifying statement in this motion indicating the grades over which he was to have supervision as a principal. It appears to have been definitely understood, however, that he was not supervising principal of the district, but merely principal of the Penfield School. His duties as principal in that school were not defined by the board although it was obviously assumed that he was charged with keeping order in halls of the Penfield School in which were taught grades four through twelve.

"Two principal witnesses on behalf of the board of school directors, in support of the charges preferred against the appellant, were "two teachers of the Penfield High School of which the appellant was principal. It was testified by" them that they had been requested and instructed to keep a record of Mr. Briggs' attendance to his duties.

Pursuant to these instructions, these witnesses did keep "daily records of the activities of the appellant, as above mentioned, from March 23, 1939, until the end of the school year 1938-1939 (N. T. 11, 12 and 50, 51). These detailed records, as related by both of the witnesses for the board, are too numerous to discuss in detail, but some of the activities of the appellant most seriously considered as a basis for his dismissal will be discussed."

"From the records of the activities of the appellant kept by the two witnesses for the board above mentioned it is alleged according to the testimony that he was either absent from class or improperly interfered with the conduct of classes of other high school teachers, approximately thirty-six times from March 23 to May 29, 1939, both inclusive. In some instances the appellant was unable to recall the absences and in others he denied them, but in the majority of cases he explained the absences or 'interference' with classes as being a necessary part of his duties as principal of the Penfield School.

"The appointment of the appellant as principal of said school and the assignment of his duties by the board is most indefinite (N.T.5).

"Complainant's Exhibit B is a detailed schedule of the assignment of classes to all of the teachers of the high school including the appellant. From 9:00 A. M. to 9:40 A. M. each day the appellant had a period which was devoted to the duties of his office as principal. On Tuesdays from 12:40 P. M. until 1:20 P. M. a period was reserved for the assembly of the high school department and on Thursdays at the same time of the day a club period was reserved during which period the appellant was in charge of the political club. His schedule was entirely filled for all other periods during the school week by class assignments.

"From the testimony of the witnesses for the board it appears that Mr. Briggs was absent from class on March 23 from 11:15 to 11:40 for the purpose of cleaning cobwebs from the hall (N.T. 51 and 12). The appellant admits this, but indicated that his absence was also required to obtain 'something' for the class and to take some material to his office (N.T. 132). On the same date it is also alleged that from 1:20 to 1:55 P. M. he interrupted a class by requesting the withdrawal of a senior boy and talking to a salesman in the office. Mr. Briggs had no recollection of that occurrence. On March 24 he called a senior class meeting, interrupting class work which the appellant explains was necessary in order to give full details to the senior class pupils for failure to carry out certain duties assigned. On the same date from 12:40 to 2:10 P. M. he permitted a Navy recruiting officer to address the school to interest the pupils in recruiting. As a result of this address, classes were not held during that period. From 3:00 to 4:00 o'clock in the afternoon of this same day he was alleged to have directed the National Youth Administration workers to fill out report cards and to have given out certain supplies and to have visited the class of" one of the witnesses, "to see if a certain pupil was making up some work. There was no explanation given by Mr. Briggs of this conduct. On March 27 he was absent from class during the last period of the morning and the second period in the afternoon. Mr. Briggs explained that he was checking the posture of both students and teachers during those two periods (N.T. 134). On March 28 he was out of class the last period of the morning which he admits and explained that when he had small groups of pupils, he would do office work during the latter part of the period and permit the students to finish their problems without his personal supervision (N.T. 134). Absences subsequent to the above dates followed the same general trend and the same general explanations were given by Mr. Briggs.

Executive Office—Concluded

"There is also similar testimony as to his absences given by two daughters of the attendance officer, Mr. Monahan. These absences were from January 5 to February 22, 1939 (N.T. 90, 91, and 115) and were detailed in the same manner as those detailed by" the two witnesses for the Board.

"Absences from classes in order to arrange for class trips, class pictures, trips with the baseball team, and trips with students to enable them to take a State scholarship examination at Clearfield, Pennsylvania, were also admitted by the appellant.

"It was also alleged that Mr. Briggs made political speeches during school assembly and this was admitted by the appellant. Although such expressions in the school on the part of the appellant may not have been in exercise of good judgment and certainly was not a wise use of the time of pupils of such immature age, nevertheless, they can not be considered as either violations of the School Laws nor as negligent acts.

"In no instance was it averred by the board that his absences were not necessitated either by his office duties, or his supervisory duties, nor were his absences objected to at any time by the board directing Mr. Briggs' attention to a limitation of his supervisory duties.

"The president of the board, * * *, testified at the hearing before the Superintendent of Public Instruction that complaints had come to him about Mr. Briggs throughout the year but that the board made no effort to remedy any improper conduct on the part of Mr. Briggs if they considered his conduct to be improper. It also appears from the testimony generally that no definite assignments or instructions as to the duties to be performed were given to Mr. Briggs.

"At the hearing before the Superintendent of Public Instruction" the President of the Board "testified that complaints about the conduct of Mr. Briggs were brought to his attention by his mother who had received these reports from two patrons of the district. Pursuant to these complaints," the President of the Board "personally decided that records of Mr. Briggs' activities should be kept by the two teachers of the high school, * * *, in order to bring about the appellant's dismissal.

"We were unable to find in the testimony evidence to support the charge of a violation of the School Laws of the Commonwealth, nor do we believe that the testimony substantiates a charge of persistent negligence. It is true that Mr. Briggs was absent from classes on numerous occasions, but it is also to be considered that his duties as a principal and his duties as a coach required him to exercise his judgment in performing duties other than those of a teacher during such times as he deemed it advisable. This is especially true in the absence of any specific instructions from the board of school directors as to the duties he was to perform.

"The term 'negligence' has been defined by our courts as 'either an omission to act or an act in violation of duty'. Spayd's Appeal, 31 Pa. D. and C. 496 at 502. The testimony in support of persistent negligence in this case is, on the whole, a report of his absence from class work. In conflict, however, with his duty to act as a teacher during class periods, we must also consider his duties as a principal which, in view of his scheduled class work, would in certain instances require his absence from classes.

There appeared also no evidence of an assistant or any clerical help being assigned to him except student help through the National Youth Administration which obviously must be limited in its scope.

"The school of today is much more than an institution organized and maintained for conducting recitations limited to mastery of textbook materials. Student enterprises and activities, health and recreational obligations, participation in interscholastic competitions both athletic and academic, and even a temperate amount of discussion of the major State and national issues of the day,—all these now have a well-recognized standing in the school program. To some extent it is justifiable to depart from traditional classroom routine to assure to the pupils of a school the obtaining of these benefits. In the school at Penfield each teacher and especially Mr. Briggs had such a heavy schedule of traditional classroom assignments that the pupils were in grave danger of being denied some of these benefits. The appellant may have erred in engaging more extensively than his board desired in promoting these additional or extra-curricular activities, but there is no evidence that the board ever registered any complaint, nor is there any evidence that either the discipline or the academic attainments of his classroom suffered seriously as a result of the enumerated absences and interruptions.

"In this connection the testimony of the county superintendent is significant in that he found

"The school going middling well and there were no complaints by any teachers as to the manner in which they were conducting the school when I was here' (N.T. 100).

"This testimony is entitled to great weight as it is in nature expert testimony. Note the discussion of the value of such testimony as set forth in the opinion of Judge Lewis in Conley's Appeal, 30 Pa. D. and C. 593.

"We must, therefore, conclude that the evidence submitted does not warrant a dismissal of Clarence F. Briggs as a professional employe of Huston Township School District either because of alleged violations of the School Laws of the Commonwealth or on the grounds of persistent negligence.

"Several technical objections relating to the form of the notice, the admission of evidence, and manner of conducting the hearing by the board of school directors were raised by counsel for the appellant but in view of the conclusion reached in this opinion it will be unnecessary to discuss them.

"ORDER

"And now, on November 14, 1939, upon hearing the appeal of Clarence F. Briggs from the action of the board of school directors of Huston Township, Clearfield County, Pennsylvania, in dismissing said Clarence F. Briggs as a teacher in said district, it appearing to the Superintendent of Public Instruction that the charges preferred against said teacher by said board have not been sustained by the evidence, the action of said board of school directors in refusing reelection to said teacher is hereby reversed and said board of school directors is directed to reinstate the appellant in accordance with the terms of his contract."

Administration and Finance

DONALD P. DAVIS
Director Bureau of Administration and Finance

Local Participation in Relief Employment

The attention of public school officials is called to the direct relief burden which is now being carried entirely by the State Government, relieving local governments of all that cost. This burden at present is higher than at any time since 1935, having reached the enormous responsibility of providing relief for more than 800,000 persons at a cost of more than \$2,000,000 per week.

In this connection the Governor recently issued a general letter in which he said in part:

"The chief reason for the relief burden being at its present height is that the Federal Government is rapidly withdrawing from carrying its share of the relief burden through W.P.A. Since I came into office last January the monthly number of persons on W.P.A. has declined from 250,000 to a little more than half that number. This has meant adding thirty-eight thousand cases to the State's relief rolls. When the W.P.A. employment goes down the relief burden on the State goes up. For the month of September the Federal Government fixed the W.P.A. quota for the State at 150,000—100,000 less than when I took office.

"To prevent the state-supported relief load going higher it is most important that we keep up to that quota. This is one place where the local governments can help in carrying this enormous relief burden and the purpose of this letter is to ask your cooperation in that respect. Since the State is carrying the entire direct relief burden it seems to me that it is not too much to ask of the local governments that they do their share in sponsoring essential W.P.A. projects in order to maintain the W.P.A. employment at its full quota. The State Government has been doing a large share in sponsoring W. P. A. projects. At the present time more than thirty per cent (30%) of those working on W.P.A. projects are on projects sponsored by departments and agencies of the State Government.

"You and your fellow officials can help greatly in meeting the serious financial problem which confronts the whole State if you give serious consideration to this matter and as speedily as possible make preparations to establish W.P.A. projects for essential work which you want done or to extend W.P.A. work beyond that which you are now sponsoring. My Administration stands ready to cooperate with you in any way that we can in establishing such projects."

Works Progress Administration and Public Assistance Projects

A number of school districts have made inquiry regarding contemplated W.P.A. projects as suggested in Governor James' letter. Questions have also been raised relative to securing help through employment of relief recipients as provided in the recently enacted Pierson Bill. Some confusion seems to prevail relative to the difference between W.P.A. projects and those undertaken as provided in the Pierson Bill. It is, therefore, deemed advisable to clarify them further.

I. *W.P.A. projects*, preferably requiring a larger number of men and involving work of a permanent nature, are financed jointly by the Federal Government and by the local sponsor. The list of suggested W.P.A. projects following indicates the type of project which might be considered under this heading. These specific suggestions are not adaptable to every school district but are the types of projects which this Department believes could be discussed with the Regional W.P.A. Director and other agencies whose approval might be necessary before the project is undertaken.

II. *Projects employing direct relief recipients* (Pierson Bill, Act 401, 1939.) are not a substitute for W.P.A., but are projects in addition to and supplementary to Federal Works Projects. This latter type of employment can be considered especially by school districts which are financially unable to supply the sponsor's contribution necessary in a W.P.A. project. This source of labor may be utilized to improve the living conditions of your schools with the provision that the relief recipients cannot be used to replace employees normally employed by the school district. The various steps to be taken by a school board to inaugurate this type of project are as follows:

- A. Contact the County Board of Public Assistance for your county to learn about rules of eligibility and the details of operation.
- B. Make a preliminary draft of specifications showing the number of male or female workers required, the type of work to be done, and the length of time required to do the work.
- C. Ask a representative of the County Board in charge of the Relief Work Program to assist in preparing the necessary application forms.

Suggested W.P.A. Projects

The following outline is indicative of the many possible W.P.A. projects which may be developed in school plants through modernization, replacement, and new service systems.

I. Fire Protection

1. Install extinguishers and hose cabinets.
2. Provide necessary fire escapes.
3. Eliminate electric wiring hazards.
4. Provide fire doors and smoke screens.
5. Install fire alarm and emergency electric lighting system.
6. Equip required doors with panic bolts.

II. Artificial Lighting

1. Install system of artificial lighting in buildings not already equipped.
2. Rewire buildings whose systems are out-moded.
3. Clean, repair, replace, and provide modern lighting fixtures.

Administration and Finance—Concluded

III. Electric Service

1. Install or modernize clock, bell, and telephone systems.

IV. Construction of Storage Cupboards (Band instruments, domestic science, etc.)

V. General Repairs

1. Paint exterior and interior, putty windows, reset loose boards, chairs, desks, windows, etc. Repair locks, door knobs, thresholds, steps, landings, etc.
2. Repoint brick walls, stone walls, and caulk windows.
3. Repair heating furnaces and boilers, replacing burned out parts and grates, smoke pipes, coverings, etc.
4. Repair or replace window shades, cords, and sash weights.
5. Convert one-pipe and gravity two-pipe systems to two-pipe vapor systems with separate steam and return pipes having modulating valves on supply line and thermostatic traps on return line.
6. Install mechanical ventilation when not now installed.
7. Provide mechanical exhausters in toilets.
8. Regrade steam and return lines and reset radiators where required.

VI. School Grounds

1. Improvement and landscaping.
2. Grading projects.
3. Sidewalk and road construction.
4. Designing and constructing playground equipment.
5. Planting trees, shrubbery, and school gardens.
6. Construction of fire places on school grounds.

VII. Sanitation

1. Replace worn out piping and fixtures.
2. Provide adequate toilet accommodations.
3. Modernize toilet rooms.
4. Replace basement toilets with facilities on administrative floors.
5. Make needed repairs to outside toilets and reconstruct or add where water supply is not available.
6. Repair or replace sewage disposal system.

VIII. Construct new buildings where full justification can be established, replacing only those where fire or structural hazards obtain.

Suggested Public Assistance Projects

In accordance with the provisions of the Pierson Bill, Act 401, a number of relief recipients are available to do janitorial, minor construction, and repair work in some of our schools.

Teachers and principals may take advantage of this opportunity to alleviate the janitorial duties which do not properly belong to them and to improve the liveableness of their schools. Even in one-teacher schools, there is much to be done to make buildings and grounds more healthful, attractive, and conducive to challenges for learning. While different types of schools will have different needs the following outline suggests some needs of one-teacher schools, in particular, which may be met adequately by a good relief worker properly guided by the teacher:

I. Heating and Ventilation

The stove and chimney need to be kept in good condition at all times. Each morning the fire needs to be started sufficiently early so that the room is at proper temperature when the children arrive; each evening it should be banked properly. The room needs to be kept at the right temperature with proper humidity and air circulation throughout the school day. Windows and blinds need to be adjusted properly at all times.

II. Cleanliness of Classroom

The need for keeping the classroom clean calls for such daily performances as dry-mopping the floor, washing blackboards, dusting erasers, removing ashes from the stove, dusting furniture and woodwork, and sweeping outside stairs and cement walks. The floors of classrooms, not oiled, and the windows and light fixtures should be washed once a week. Blinds, pictures, the American flag, furniture, and woodwork should receive special attention in cleaning once a month. The walls of the classroom should be painted or washed once a year; they should be gone over with a dry mop about three to six times during the year.

III. Improving School Grounds

In some instances, school grounds around the building need to be graded and drained. A relief worker may be of real help to the teacher and pupils in landscaping the grounds. The removal of weeds and brush is needed in some instances.

One section of the school ground should be set off and equipped especially for the younger children. Outdoor play equipment such as a sandbox, an aquarium, and equipment suited to climbing, rhythmic, pushing, and pulling exercises may be made. For suggestions about suitable handmade equipment for primary children, write to the Early Childhood and Elementary Education Division, Department of Public Instruction, Harrisburg, Pennsylvania.

The making of equipment for older children may also be needed badly, such as storage places for equipment, the setting up of nets and goal posts, et cetera.

IV. Making Pathways Leading To School Buildings

This activity may refer to snow paths after a heavy snowfall, or to the making of gravel or stone paths which may be especially needed during a muddy season.

V. Maintenance Work and Repairs

The needs in this field will vary with the different buildings. In many instances repairs such as plastering, painting, replacement of floors, pointing of brickwork, caulking of doors and windows, and fixing of loose roof slates are needed and might be done if the person has the proper training. Structural changes such as moving of doors, windows, partitions, additions to buildings or excavating shall not be done unless prior approval is obtained from the School Plant Division of the Department of Public Instruction and all other agencies having jurisdiction.

(Continued on page 9, col. 2)

Instruction

PAUL L. CRESSMAN
Bureau of Instruction

National Rural Forum

What's Ahead for Rural America?

Education plays a significant role in whatever may be ahead for rural America. This opinion was reemphasized in the program of the National Rural Forum which was held on the Pennsylvania State College Campus from August 30 to September 2, 1939, under the auspices of the American Country Life Association.

One important section meeting of the Forum dealt with "The Public School of the Future." "Interesting Experiments in Improving the Rural School" were discussed at the Friday morning session of this section. Reports from several sections of the country indicated an increasing concern for the development of a curriculum based on the needs and resources of the rural community. Attention was also given to the type of teacher training that is required for the new type of rural school. A second session of this group emphasized "The Rural High School and Its Relation to Adult Education."

Among those taking part in these discussions were the following Pennsylvania educators: Dr. B. H. Dimit, State Teachers College, Indiana; Mr. Robert T. Stoner, Derry Township Schools, Hershey; Miss Lois Clark, Department of Public Instruction, Harrisburg. The very significant work of the Committee on Rural Education of the Association was brought to the attention of the Forum by Miss Ima Schatzman of Chicago, Executive Secretary of the Committee.

In addition to the discussion of the work of the public school, the entire Forum group spent its final day in discussing "Education as a Continuing Process." The objectives of continuing education were presented in a paper by M. L. Wilson, Under-Secretary of Agriculture, Washington, D. C. Possibilities for the development of a resident farm and village leadership for continuing education were discussed by representatives of various farm organizations.

The remainder of the day was spent in group discussions of two pertinent questions: (1) How can we attain the objectives of continuing education? (2) What "vehicles" and kinds of organizations will be used?

Other features of the Forum gave incidental emphasis to education as one of the means of achieving a better rural America. Notable among these was an evening with the artists and writers, in which Grant Wood, of Iowa, and John Steuart Curry, of Wisconsin, called attention to art values in rural life, and Mrs. Vance, of Nebraska, told how art experiences are being made a part of the education of boys and girls of that state. Also significant was the attention given to the work of the Folk School as reported by Dean Christensen, of Wisconsin, President of the Association.

Pennsylvania Country Life Conference

The Pennsylvania Country Life Conference cooperated with The Pennsylvania State College in bringing the Forum to Pennsylvania, substituting this meeting for the annual session at Newton Hamilton. On August 19-21, 1940, the State Conference will again meet at Newton Hamilton, to continue the study of problems important to life in rural Pennsylvania.

Annual Conference

Pennsylvania State Association for Adult Education

The third annual conference of the Pennsylvania State Association for Adult Education, held in Shippensburg State Teachers College, on September 29 and 30 last, adopted the timely theme, "The Place of Adult Education in Achieving a Functioning Democracy". Highlighting the conference were the stimulating and effective lectures on this topic by Dr. Eduard C. Lindeman, of the New York School of Social Work, at afternoon and evening sessions on the 29th.

The balance of the program was designed purposely to demonstrate democracy in action by arranging discussion groups calling for active participation by all conferees. Discussion leaders included J. O. Keller, Assistant to the President, of Pennsylvania State College, William H. Bristow, Dean of Instruction at Shippensburg State Teachers College, A. W. Castle of the State Department of Public Instruction, Gertrude Wilson of the University of Pittsburgh, Lawrence Rogin, Education Director of the American Federation of Hosiery Workers, Rev. Fred Norris of the Shippensburg Methodist Church, Dr. Grace Langdon of the W. P. A. Education Staff in Washington, D. C., and Milon Brown, District Supervisor of the National Youth Administration.

One of the outstanding accomplishments of the Association during the past year was the report of the Committee on Certification which has been submitted to the State Department of Public Instruction as a guide to the Bureau of Teacher Education and Certification in revising present requirements for teachers in the field of Adult Education. Further evidences of success were enumerated by the retiring President of the Association, Dr. Albert Lindsay Rowland, who spoke of the steady growth in membership and interest by the many agencies represented in the Association since its inception in October, 1935.

The closing session on Saturday morning was distinguished by having as its guest, Dr. Francis B. Haas, newly appointed State Superintendent of Public Instruction, who spoke briefly. Dr. J. O. Keller, Assistant to the President in Charge of Extension, The Pennsylvania State College, was elected President of the Association for the ensuing year, succeeding Doctor Rowland. Other officers are Dr. Albert A. Owens, Acting Director, Division of School Extension, Philadelphia, as Secretary, and Miss Rachel S. Turner, Executive Assistant of the Pennsylvania W. P. A. Adult Education Program, as Treasurer.

Public Personnel Quarterly

A new periodical, the *Public Personnel Quarterly*, will be issued within two weeks under the sponsorship of the New York City Civil Service Commission. A distinguished board of cooperating editors, representative both geographically and professionally, is being constituted for the publication.

The *Public Personnel Quarterly* will publish original articles concerned with practical phases of public personnel administration and will also present digests of significant books, monographs, and journal and magazine articles.

Those interested in this new periodical should address Director, Norman J. Powell, Research Division, Civil Service Commission, 299 Broadway, New York City, New York.

Instruction—Continued

Pennsylvania Conference for the Education of Exceptional Children

Teachers of exceptional children in public school special classes and in residential schools throughout Pennsylvania held their annual Conference in Harrisburg, on Friday evening and Saturday morning, October 6 and 7, 1939. There were general sessions that all attended and sectional meetings for those concerned with the educational welfare of the several types of physically and mentally handicapped children, as well as a section for school psychologists.

The after-dinner speaker of the Friday evening general session was Dr. Alexander J. Stoddard, Superintendent of the Philadelphia Public Schools. He emphasized the humanitarian and spiritual values in American thinking and planning as opposed to the materialistic and utilitarian values placed on human life in some of the totalitarian countries. In his opinion, all children have individualized needs rather than group needs; that the most important of these needs is an environment that will stimulate the child to use initiative by developing in him the capacity for it; an environment that will call for the exercise of choice, thereby developing critical judgment; and an educational program that will enable him to live richly and understandingly in the world about him.

Dr. Harry N. Rivlin, Queens College, Flushing, New York, discussed "Mental Hygiene and the Exceptional Child" in a most stimulating and practical manner at the general session on Saturday morning.

There were six sectional meetings on Saturday morning as follows: Blind and Sight Saving; Clinicians; Speech Correction, Hard of Hearing and Deaf; Mentally Retarded; Orthopedic and Nutrition; and Vocational Education and Vocational Guidance. These sectional meetings offered opportunities to the teachers engaged in similar activities to meet each other and to discuss their mutual problems.

An innovation this year enabled the teachers of the mentally retarded to divide into five sections according to their particular interests: (1) Primary; (2) Intermediate; (3) Advanced; (4) Junior High School Age and Over; (5) Shop, with discussions leaders in each group who were actively engaged in working with that type of child. Before separating into these groups, the teachers were addressed by Dr. Cecilia U. Stuart, Chief, Early Childhood and Elementary Education, of the Department of Public Instruction, on the theme: "Living and Experiencing with Children". This theme was carried through the group discussions of this section. The program this year met more nearly the individual needs of the teachers than the former plan of having a single program for this large group of teachers whose work, in many instances, is on a departmentalized basis.

The following officers were elected for the coming year: President, Mr. Neal F. Quimby, Teacher, School for the Blind, Overbrook, Philadelphia; 1st Vice President, Miss Edna C. Righter, Supervisor, Special Classes, Pittsburgh; 2nd Vice President, Mr. Darrel J. Mase, Director, Speech Clinic, State Teachers College, California; Recording Secretary, Mr. Edward F. Donohoe, Teacher, Cornman School, Philadelphia; Secretary-Treasurer, Miss Susan M. Kurzenknabe, Teacher, Open Air School, Harrisburg; Member at Large, Dr. T. Ernest Newland, Chief, Special Education, Department of Public Instruction, Harrisburg.

Conference

Early Childhood Education

An unusual opportunity for fellowship and interchange of professional ideas and experiences among those interested especially in early childhood education is being offered during the PSEA Convention, on Wednesday, December 27.

The morning sectional meeting of the Kindergarten-Primary Section, in the charge of Miss Victoria Lyles, Director of Elementary Education, York, is devoted to a discussion of the mental hygiene phases of child development. People all over the State, insofar as we know of their unusual interest and thought on this phase of child growth, have been invited to serve on a panel as stimulators to discussion by the entire group of people who will attend this meeting. This is an opportunity for you to become better acquainted with the importance and place of emotional development in the child's early life and to share with others your thinking and practices relative to it.

At 12:30 P. M. there is to be a joint luncheon meeting of the Pennsylvania State Branch of the Association for Childhood Education and the Kindergarten-Primary Section of the PSEA. This is to be held at the Domestic Science Kitchen, 206 Walnut Street, Harrisburg. The price is one dollar, and we ask that you write for reservations to Cecilia U. Stuart, Department of Public Instruction, Harrisburg, by December 15, if possible. Miss Frances Mayfarth, Editor, *Childhood Education*, is to be the guest speaker. This promises to be a real treat since *Childhood Education* is one of the favorite and sound periodicals read by those of us especially interested in early childhood education. Also you will learn about our new State organization of the A.C.E., probably the only organization of its kind in Pennsylvania. It was formally organized just last March and aims to unite in active cooperation all nursery school, kindergarten, and primary educational interests of the State and to promote the advancement of early childhood education in Pennsylvania. If you are in sympathy with these interests, join us at the luncheon. We need you and you need us. Interested schoolmen should come, since their personal and firsthand influence is needed and is so generally lacking in the education of the young child.

Suggested Public Assistance Projects

(Continued from page 7, col. 2)

VI. Making and Repairing Equipment

A supply cupboard, tables and chairs, book shelves, a pet cage, an aquarium, or a window box may be just what the teacher needs to improve her instructional program. In some instances this may be the work of the children aided by the relief worker. Desks need adjustment several times a year to accommodate growth changes of children. Repairing desks and other furniture might be done.

VII. Safety Patrol Facilities

If the relief worker happens to be a high type of person he may help in guarding children against hazards at dismissal or play time. He may even offer guidance to safety patrols and aid them in the making of signals or other equipment. Association with a fine type of man or woman in these schools should be a worthy educational experience for the children.

Instruction—Continued

Homemaking Education in the Public Schools

The homemaking program in the public schools is developing and expanding through the interest of school administrators, laymen, and organizations in providing educational experiences in personal living, human relationships, and home and family life. The program seeks to emphasize homemaking as a vocation to show its relation to leisure-time activities and its possibilities in developing for girls and women vocations closely allied to homemaking.

In homemaking as a vocation, emphasis is placed on personal, family, and community relationships, child development, efficient management of income, and desirable consumer needs. Courses in homemaking are no longer confined to cooking and sewing but cover a wide range of activities related to home and family life. It is in keeping with the needs of youth to offer courses in home relations for boys and girls in secondary schools. Experimental programs are being attempted in many schools. In some centers this work is carried on as a part of homemaking; in others, in relation to social studies or other courses with the homemaking teachers cooperating.

Another aspect of the program in homemaking education, dealing with wise use of leisure time and its consequent effect upon community life and people's participation in it, includes the study of home crafts, beautifying the home grounds, a study of pictures, betterment of housing facilities and equipment, educating consumers, suitable entertainment for children, a study of the desirable kinds of movies for youth, inexpensive ways of entertaining, and special studies of what constitutes the charm of a well-managed home.

The increase in attendance age to seventeen years emphasizes the importance of focusing attention on the need of helping girls to see possibilities of earning a living through certain courses offered in the homemaking program in food, clothing, shelter, home improvement, and care and training of children.

Approximately 750 secondary schools in the State now offer homemaking education as a part of the school program. The total enrolment in homemaking classes during the school year 1938-1939 was approximately 200,000. In the junior high school homemaking is required of all girls. Adequate provision is not now being made for boys who wish to enroll in classes. Last year 2,260 boys were enrolled in homemaking classes. In some schools, exchange classes with the industrial arts department are making it possible for boys to study family living problems while the girls are learning simple household mechanics.

One of the underlying principles of the new secondary school graduation standards is that almost all, if not all pupils should be able to look forward to graduation. It is proposed, therefore, that all areas of instruction shall have equal standing in meeting graduation requirements. The only required courses are those in English, social studies (including United States history or problems of democracy), and health and physical education. All other offerings are elective and are planned to meet the needs, capacities, and interests of all pupils. These new standards will tend to interest a larger proportion of pupils in homemaking courses, either general or vocational, offered in three-unit sequences, two-unit sequences, or single elective units.

Last year 305 senior high schools offered vocational homemaking programs with 16,195 pupils enrolled, and county supervisors are giving day-unit courses in 111 small rural high schools to 2,659 pupils. In addition to classroom activities, each pupil completes from one to three home projects each year. These cover a wide range of activities carried on in the homes of pupils with the cooperation of mothers and teachers. Some of the unusual home projects among the twenty-nine thousand during a one-year period include: (1) interpreting home economics to the community, (2) developing a pleasing personality, (3) caring for three nieces for four weeks, (4) keeping house while mother is in hospital, (5) taking complete charge of home for four weeks, (6) care of clothing for family of seven for nine weeks, (7) introducing new foods into meals at reasonable cost, (8) controlling my temper at home, (9) study of cost of fruits and vegetables in various types of stores, and (10) care of invalid for seven weeks.

Comments of mothers and reports of teachers indicate worthwhile outcomes due in a measure at least to homemaking instruction. Teachers report that girls have improved in personal appearance and poise, show more interest in their homes and families, use their homes for recreation and entertaining, are more considerate of the needs of other members of the family, schedule their activities so as to include more leisure time for developing hobbies, and keep "personality development" records.

State Policy

Travel Reimbursement for Vocational Teachers

The State Council of Education serving in the capacity of the State Board for Vocational Education in session on October 6, 1939, approved the following statement of policy regarding the eighty per cent reimbursement of school districts for the travel of vocational teachers, coordinators, supervisors, and directors.

- A. Definition—Travel shall include transportation only.
- B. Reimbursement of the local school district for travel will be approved under the following conditions:
 1. If the board of education has authorized and actually paid the full travel or transportation cost.
 2. If the travel cost represents the actual train, trolley or bus fare.
 3. If traveling by privately owned automobile the travel cost represents a rate of four cents a mile on the nearest improved highway.
 4. If travel expenditures are actual and supported by statements or claims submitted at stated intervals to the local board of education in such manner as they may require subject to audit by State or Federal examiners.
- C. Reimbursement for travel will be approved for the following purposes:
 1. In surveying the needs of the community.
 2. In visiting prospective students.
 3. In local project evaluation and supervision.
 4. In coordinating class work with the needs of pupils, industry, or distributive agencies.
 5. In follow-up and placement work.

This statement of policy supersedes any other reference to travel which appears in Bulletin 201, "The Administration of Vocational Education in Pennsylvania—Policies and Legislation."

Instruction—Concluded

Ten Commandments for Safe Driving

With a view to increased safety in the operation of school buses, the National Education Association has formulated "Ten Commandments for Safe Driving," worded as follows:

- I. Keep to right of center line of highway.
- II. Pass overtaken vehicles on left, but only after sounding horn and only when road ahead is so clear as to permit getting back to the right with a safe clearance and with a wide margin for safety.
- III. Under no circumstances attempt to pass an overtaken vehicle at an intersection, on a curve, or approaching the crown of a hill.
- IV. At intersections, be prepared to stop if vehicle on intersecting road is moving onto intersection and do not try to take the right of way.
- V. Keep far enough back of the vehicle ahead to allow a safe braking distance in the event that other vehicle makes a sudden stop. Except in emergency, do not stop so suddenly as to cause collision by following vehicle.
- VI. Signal before making a turn, and further insure safety by looking to see whether a vehicle is approaching from the rear. Wait before pulling out from the curb until making such observation.
- VII. Always keep both hands on steering wheel and eyes on the road ahead while driving. Look behind before backing.
- VIII. Stop before crossing all railroads and after carefully looking in both directions and listening, proceed only if it is safe beyond any possible doubt and then proceed in low gear, gears not being shifted until all tracks have been cleared.
- IX. When stopping on highway, pull as far off hard surface as road conditions permit and, where the stop is prolonged, see that the rear of the vehicle is adequately protected.
- X. Do not operate at excessive speed at any time. At curves, blind crossings, crests of hills, in fog, or wherever the view is curtailed, reduce speed so as to be able to stop within the distance of clear vision.

RACKETEERING

A warning to the public to be on guard against petty racketeering by magazine salespersons who allege in their sales talk they are competing in a contest sponsored by the NYA or are competing for an NYA scholarship, was issued today by the National Youth Administration.

Several employees of Federal agencies in Washington have reported to the National Youth Administration they were approached by salesgirls and asked to buy magazine subscriptions to help the NYA provide scholarships for needy students.

Similar representations by a magazine sales crew in Pennsylvania made necessary issuance of a notice by State NYA officials that the National Youth Administration is sponsoring no magazine subscription contest nor sales contest of any kind.

National Youth Administration officials characterized the misrepresentations of magazine salespersons as a possible attempt by petty racketeers to cash in on the "Job Creation Contest" sponsored by the NYA in Illinois which received national attention.

Such misrepresentation will be turned over by the NYA to the proper authorities for action.

ESSAY CONTEST POLICIES

The Department of Public Instruction receives requests from a large number of associations and organizations to endorse state-wide essay contests in the public schools. These requests call for some degree of regulation and a statement of policy on the part of this Department.

All associations and organizations wishing to have the approval of the Department of Public Instruction for state-wide essay contests should address their requests to the State Superintendent of Public Instruction. Provided favorable endorsement is given to the organization sponsoring the essay, a statement to this effect may be included in their correspondence to the local school districts.

Endorsement of an essay contest by the Department of Public Instruction carries no obligation that county or district superintendents of schools shall give their approval. County and district superintendents should feel absolutely free to decide whether or not they wish to participate in any essay contest.

The Department of Public Instruction, due to staff limitation, cannot write letters to school districts urging them to participate in a state-wide essay contest.

The organization or association sponsoring the essay contest shall correspond either directly or through their local units with the county or district superintendent of schools.

State-wide essay contests should be conducted entirely on a voluntary basis so far as the students are concerned.

In contests involving elimination the Department of Public Instruction would be willing to participate. In such cases the elimination contest features involving the Department of Public Instruction should be reviewed in advance with the Department officials.

National Essay Contest

The V. F. W. Auxiliary

The fifth annual National Essay Contest sponsored by the Ladies Auxiliary of the Veterans of Foreign Wars of the United States, for high school students, will be held this year, on the topic, "Benefits of Democracy."

This contest offers a first prize of \$1,000 cash; a second prize of \$500; each amounting in effect, to a scholarship. Twenty-two other cash awards are offered, including a third prize of \$250 and a fourth prize of \$100.

This opportunity is open to high school students of the Commonwealth. Boys and girls regularly enrolled in the ninth, tenth, eleventh, or twelfth years of any public, private, or parochial school are eligible to compete. Essays must be 500 to 1,000 words in length and may be written as a class assignment or as a personal endeavor.

Preliminary contests are to be concluded in time to permit the filing of local winning essays with the State Contest Committee not later than February 22, 1940. The National winners will be announced at the next V. F. W. national encampment.

The chairman of the national committee of judges will be Dean Frank L. Martin, School of Journalism, University of Missouri, Columbia, Missouri. A folder giving full information about the contest may be obtained from the officers of the V. F. W. Auxiliary Units in any community, or from the State essay contest chairman, Esther Whitely, 1009 West Pine Street, Shamokin, Pennsylvania.

Teacher Education and Certification

HENRY KLONOWER
Director Teacher Education and Certification

State Teachers College Enrolments

The annual report of students registered in the State Teachers Colleges as of October 15, 1939 reveals that the total enrolment for this present semester exceeds the first semester of last year by 325 full-time students. However, the present enrolment of 8,682 full-time students does not approach the total number of 9,781 registered ten years ago—1929. The peak enrolment was in 1928 when 9,879 full-time students were registered at the fourteen state-owned institutions. The lowest enrolment during the history of the colleges was in 1934 when a total of 7,640 was registered for the first semester.

An analysis of the present enrolment indicates that the slight increase during the past three years has been in the special fields. The total number of full-time students who were pursuing the elementary and secondary curriculums in 1937 totaled 5,315 which increased to 5,329 last year and is now 5,328.

The recent increase in enrolment is caused by the increased interest in the special fields of art, business education, health education, home economics, industrial arts, and music. A small amount of the increase is due to recent emphasis in the education of teachers for library service, adult education, cooperative education, and in the organization of special classes for handicapped pupils. The table below indicates the increase for the past three years in the special fields of education which maintain a four-year curriculum in the State Teachers Colleges.

ENROLMENT IN FOUR YEAR CURRICULUM FOR SPECIAL TYPES OF EDUCATION AS OF OCTOBER 15

Years	Art	Business Education	Health and Phys. Ed.	Home Economics	Industrial Arts	Music
1937	195	552	599	240	253	412
1938	234	775	711	346	344	491
1939	260	826	753	429	386	580

It can be readily seen from the table above that the former interest in health education is being rapidly replaced by students taking business education. However, the largest percentage of increase during the past several years is in the field of home economics.

In addition to the full-time students referred to above, there are more than 2,100 public school teachers of the State taking extension work, and Saturday and evening classes on the campus. The total class load carried by these teachers in service is the equivalent of approximately 575 full-time students when sixteen semester hours is considered the average load carried by each full-time student. A large percentage of these part-time students are elementary teachers who are completing the necessary courses to receive their bachelor degree in education. Many of these teachers are extending the scope of the present certificate which they hold. Others are taking work to fit into the supervisory program as planned by the superintendents of the schools for whom they are teaching.

The counties which lead in furnishing students for the teachers colleges are Allegheny with 478, Philadelphia with 400, Delaware with 384, Indiana with 366, and Luzerne with 360, while the counties which have the smallest number of students to attend the state teachers colleges are Cameron with 3, Forest with 7, and Pike with 5.

Certification Regulations

Teachers of Distributive Education

- I. Two types of certificates will be validated for distributive education, either for vocational or related subject matter classes.
 - A. For Cooperative Part-Time Classes (Regular Day School)
 1. College certificates will be issued for distributive education only. (See II.)
 2. College certificates will be extended to include distributive education, vocational or related.
 - B. For Part-Time and Evening Classes
 1. Vocational extension certificates.
- II. A college provisional certificate to teach distributive education as a vocational subject will be issued to those persons who are graduates of college curriculums closely related to distributive education, and whose practical experience qualifies them as teachers of distributive education. Professional courses in vocational education and distributive education will be accepted in lieu of the professional courses usually required for college provisional certificates. A minimum of two years of practical experience in teaching classes for workers in distributive occupations will be accepted in lieu of the student teaching requirements. This certificate may be validated for teaching other subjects only on the basis of the usual college certificate requirements.
- III. Certificates to teach classes in distributive education, either vocational or related subject matter classes, will be issued for the specific line or kind of distributive occupation to be taught. For example:

Distributive Education (voc.)—Food merchandising, apparel merchandising, home furnishing merchandising, accessory merchandising, variety merchandising, insurance selling, et cetera.

Distributive Education (related)—Applied art, applied psychology, consumer education, merchandising economics, business English, retail management, et cetera.

The funds made available by the George-Deen Act for the teaching of distributive education are distributed to the public schools of Pennsylvania through the division of vocational education in the State Department of Public Instruction. Provision is made for two types of class instruction:

1. Part-time or Evening Classes

Local school districts may organize and conduct classes for persons engaged in any kind of merchandising. The teachers are recruited from industry and business, who have had six years of occupational experience in the kind of distributive occupation whose working practices are to be taught. In the case of four year college curriculums in technical, distributive, or vocational schools, two years of practical occupational experience are required.
2. Part-time Cooperative Classes.

School districts may offer to the regular students in the day schools on the secondary level opportunities to study distributive education on a part-time cooperative basis; that is, the students alternate study in school with work in distributive occupations. The same qualifications are required for the certification of teachers.

Teacher Education and Certification—Continued

ADMINISTRATIVE AND SUPERVISORY STANDARDS FOR CERTIFICATION

Bulletin number 158, revised bulletin on Standards for the Education and Certification of Administrative and Supervisory Officers, is available for distribution. No changes have been made in the standards, but the bulletin contains certain clarifying statements of the requirements.

The content consists of

- I. Commissioned Administrative and Supervisory Officers (Superintendents)
 - A. Code Requirements
 - B. Qualifications for Commissioned Administrative and Supervisory Officers Defined
 - C. Definition of Graduate Courses
 - D. Objectives of the Graduate Courses Required
 - E. Objectives Expressed in Fields of Knowledge
 - F. Specific Units
 - G. Letter of Eligibility
- II. Supervising Principals
 - A. Qualifications for a Supervising Principal
 - B. Objectives for Graduate Courses Required for a Supervising Principal
 - C. Objectives Expressed in Fields of Knowledge
 - D. Specific Units
- III. Secondary School Principals
 - A. Qualifications for Secondary School Principal
 - B. Objectives for the Graduate Courses Required
 - C. Objectives Expressed in Fields of Knowledge
 - D. Specific Units
- IV. Elementary School Principals
 - A. Qualifications for Elementary School Principal
 - B. Objectives for the Graduate Courses Required
 - C. Objectives Expressed in Fields of Knowledge
 - D. Specific Units
- V. The Teaching Principal
- VI. General Considerations

The present requirement of eighteen semester hours of graduate work is extended to twenty-four semester hours for the year April 1, 1940-April 1, 1941, in accordance with the regulations adopted by the State Council of Education October, 1938.

TEACHER'S RATING CARD

Under date of September 28, 1939, "Temporary and Professional Employee's Rating Cards" as required by Act 274, of the General Assembly, June 20, 1939 were distributed to county and district superintendents, presidents of accredited colleges and universities, and other school officials. This new rating card is the result of the cooperative efforts of a group of teachers, school officials, school directors, and others interested in education, acting as an advisory committee to the Superintendent of Public Instruction.

The committee is of the opinion that this rating card should include only those factors that would carry out

the intent of the law. The card is self-explanatory and, therefore, no supplementary bulletin has been issued. Additional score cards are available for distribution and will be sent on request.

It is understood that after the rating card has been used in practical situations over a period of time, it may be modified from time to time by the Department of Public Instruction with the cooperation and advice of a committee appointed by the Superintendent of Public Instruction, as provided for in Act 274.

For the time being the State teacher's rating score card which has been in use during the past nineteen years for the renewal of certificates and the extension of certificates as permanent certificates will remain in use. It is the intention of the Department, as soon as possible, to have but one rating card which will serve certification purposes as well as the intent of Act 274.

Placement Service Meeting

The Fall Conference of the Pennsylvania Institutional Teacher Placement Association was held November 2, 1939, in the Education Building, Department of Public Instruction.

This Association consists of the Placement and Appointment Bureau officers of institutions of higher learning in Pennsylvania. The executive committee of the organization is

President—Charles A. Fisher, Director, Educational Placement Bureau, Temple University, Philadelphia

Vice-President—Helen Schmadel, Head, Department of Education, Seton Hill College, Greensburg

Secretary-Treasurer—Allen D. Patterson, Director of Teacher Education, State Teachers College, Lock Haven

Two sessions of the Association were held together with a luncheon meeting at which Henry Klonower, Director of Teacher Education and Certification, State Department of Public Instruction, was the guest speaker.

At the morning session, the following topics were discussed:

A School Superintendent's Point of View of the Teacher Placement Problem—Paul E. Witmeyer, Superintendent of Schools, Shamokin, Pennsylvania

Experiences in Job Hunting—Joseph McNerney, State Teachers College, Lock Haven, Pennsylvania

An Evaluation of Placement Services by Recent Graduates—Ruth Trevorow, Otto Township High School (McKean County), Rixford, Pennsylvania

Helping the Beginning Teacher—Allen D. Patterson, State Teachers College, Lock Haven, Pennsylvania

Relations Among Teacher Placement Agencies (Committee Report)—C. O. Williams, State Department of Public Instruction, Harrisburg, Pennsylvania

Teacher Supply and Demand (Committee Report)

1. Current Figures on Certification of New Students
Frederick G. Henke (Chairman), Allegheny College, Meadville, Pennsylvania

2. Analysis of Studies on Teacher Supply and Demand
C. J. Carver, Dickinson College, Carlisle, Pennsylvania

3. Summary of Present Enrolment
George A. Retan, State Teachers College, Mansfield, Pennsylvania

Teacher Education and Certification—Concluded

In-Service Education

The success of any in-service program is directly related to the ability of the responsible administrative officer to create a desire for improvement within the teachers themselves. When this responsibility falls in the hands of sympathetic, progressive officers of a system, its objective is usually realized and the plan becomes a dynamic force for good within the system. Incentives such as bonuses, salary increases, promotions, and the like, are frequently held out by school boards to stimulate teachers to continue their education in service. These frequently help, but they cannot adequately create the desire for self-improvement except in a very artificial manner. No greater stimulation is to be found than the exercise of professional leadership on the part of the superintendent and other supervisory officers. They must know the needs of the teachers before determining the types of education to be prescribed. The younger and inexperienced teachers will require more or less formal courses to establish themselves in the profession, while the older and more experienced teachers will want to specialize in their fields of interest. Before any such program is launched, a careful analysis should be made of the standards of education of the teachers involved, so that proper devices best suited to the situation can be determined.

In-service education need not necessarily be related to credits, semester hours, diplomas, certificates, all of which are usually associated with institutionalized educational establishments. In any such scheme, emphasis should be placed on the program because it brings to the teacher in service, richer and deeper experience, clearer and saner understanding of her problem; it comes while she is actually employed as a teacher of children. Whatever plan is used it ought not to be primarily the method by which a teacher may earn a degree or diploma; when the program is interpreted as a short cut to a college education, the plan becomes quite frequently worse than useless, if not dangerous.

The time is not far distant when new entrants to the service will all have completed the so-called basic education for the profession, a four-year professional education based on a recognized secondary school course. Many superintendents now insist on this level of education for the elementary teachers. In-service education will then move the emphasis from "courses" to "children," from "theory" to "fact," from the "four walls of the classroom" to "actual life."

It is usually agreed that the mere fundamentals of the teacher's equipment are laid down in the teacher education institutions and that the limited time provided for this makes necessary the development of agencies that will carry on the education of the inexperienced teacher after entrance into the service. Complete preparation in the institutions is impossible before teaching begins. The recent graduate lacks the experience out of which a philosophy of education may develop and without which effective teaching is impossible. She has only the negligible minimum amount of student-teaching that is provided in the teacher education institution. Perhaps most important of all is the recognition of the fact that all teaching is continually reaching out and attempting to solve new problems; it is a progressive occupation and those engaged in it are under obligation to keep abreast of its new developments. The statement that when one ceases to learn one ceases to teach still holds true, and it is equally true that the real joys from teaching can come only to the person who maintains a learner's attitude toward his work.

CALENDAR

December, 1939

- 26-28—State Convention, Pennsylvania State Education Association, Harrisburg.
- 28 —Pennsylvania State Retired Teachers' Association Council Chamber, Room 321, Education Building, Harrisburg.
- 27-30—National Commercial Teachers Federation, William Penn Hotel, Pittsburgh.
- 27-28—26th Annual Convention, National Council of Geography Teachers, University of Chicago, Chicago, Illinois.

January, 1940

- 5- 6—National Federation of Football Rules Committee, Chicago.
- 15-20—State Farm Show, State Farm Show Building, Harrisburg.
- 15-17—State Future Farmers of America, The Forum, Education Building, Harrisburg.
- 18-20—White House Conference on Children in a Democracy.
- 26-27—National Convention, American Discussion League, New York City.

February, 1940

- 1 —State School Board Secretaries' Association, Harrisburg.
- 2- 3—State School Directors' Association, Harrisburg.
- 15-17—All-State High School Orchestra Festival and Clinic, Berwyn.
- 22-24—International Council for Education of Exceptional Children, Pittsburgh.
- 24-27—National Council on Teacher Retirement, Annual Meeting, American Association of School Administrators, St. Louis, Missouri.
- 24-29—70th Annual Meeting, American Association of School Administrators, St. Louis, Missouri.
- 24-28—American Educational Research Association, St. Louis, Missouri.

March, 1940

- 6- 9—Schoolmen's Week, University of Pennsylvania, Philadelphia.
- 6- 9—Southeastern Convention District, Pennsylvania State Education Association, Philadelphia.
- 21-23—Eastern Commercial Teachers' Association, Hotel Ambassador, Atlantic City.
- 27-31—Eastern Arts Association Convention, Philadelphia.
- 29-30—Meeting of the Joint Basketball Rules Committee, Kansas City, Missouri.
- 30-April 5—Biennial Convention, Music Educators National Conference, Los Angeles, California, Headquarters, Hotel Biltmore.

Professional Licensing

JAMES A. NEWPHER
Director Bureau of Professional Licensing

Profession, Trade, and Vocation Data

Enrolment, Licenses, and Examinations

The supervision of the qualification and certification of those desiring to engage in certain professions, trades, and vocations licensed by the Commonwealth becomes the duty of the Department of Public Instruction. This supervision is necessary in the interest of public welfare. There has been established in the Department a Bureau of Professional Licensing so that the supervision could be done efficiently.

Directing this bureau is Dr. James A. Newpher, whose principal responsibilities are:

1. To evaluate the pre-professional and the professional credentials presented by those desiring to be licensed in the Commonwealth.
2. To issue new professional licenses and to annually renew professional licenses.
3. To administer and enforce the laws of the Commonwealth pertaining to professional education and licensure.
4. To prepare, administer, and score examinations.

Besides performing the duties enumerated above, the Bureau finds it necessary, from time to time, to assemble data for public information. These data are of many types. It is the purpose of this article to present certain of the data assembled for the years of 1937 and 1938.

Profession Data

For one reason or another, interest, as expressed through correspondence, has been shown in student enrolment in professional schools. The enrolment as shown in Table I remains somewhat fixed. Enrolment is largest in schools of Engineering and Nursing, and smallest in schools of Veterinary and Architecture.

Table I

Student Enrolment in Professional Schools

Schools	1937	1938
Architecture	230	232
Dentistry	956	1005
Engineering	7638	7460
Medicine	2327	2320
Nursing	7268	7475
Optometry	327	350
Osteopathy	268	259
Pharmacy	731	776
Veterinary	189	196
Total	19,934	20,073

If student enrolment is any criterion for determining the demand for professional service, then the data in Table I would show that the greatest need for professional service today is in the fields of Engineering, Nursing, and Medicine. The least need is in the fields of Veterinary, Architecture, and Osteopathy.

New Professional Examinees

As in the case of student enrolment, the number of professional examinees, according to years, show marked difference. There are a few exceptions, such as in the case of Dentists, Drugless Therapists, and Licensed Attendants, which bear noting. Attention should be called to the large number of Nurse examinees as compared with the other types of examinees.

Table II

Number of Professional Examinees

Examinees (Types)	1937	1938
Accountant	153	173
Architect	99	108
Assistant Pharmacist	96	71
Chiropodist	41	55
Dental Hygienist	52	45
Dentist	386	283
Drugless Therapist	6	16
Licensed Attendant	19	9
Medical Physician	533	521
Nurse	2835	2937
Optometrist	75	88
Osteopathic Physician	42	53
Osteopathic Surgeon	3	2
Pharmacist	177	183
Physiotherapist	25	22
Veterinarian	51	54
Total	4,593	4,620

Table III

Number of Professional Licensees (New)

Licensees (Types)	1937	1938
Accountant	55	80
Architect	51	61
Assistant Pharmacist	82	58
Chiropodist	31	47
Dental Hygienist	40	53
Dentist	216	192
Drugless Therapist	6	10
Engineer	194	144
Licensed Attendant	19	9
Medical Physician	593	586
Nurse	2129	2394
Optometrist	46	61
Osteopathic Physician	39	51
Osteopathic Surgeon	3	2
Pharmacist	181	170
Physiotherapist	24	20
Surveyor	40	40
Veterinarian	50	57
Total	3,796	4,025

If a comparison is made of the data found in Table II and Table III, it will be observed that, in a few cases, there were more persons who received new licenses than there were examinees. It is, therefore, necessary to explain that, in a number of professions, reciprocal agreements or endoresments of out-of-state applicants exist between different states. The number of persons receiving new licenses indicates those who successfully passed the Pennsylvania examinations, as well as those recognized on the basis of reciprocity or endorsement.

Professional Licensing—Continued

Renewal of Professional Licenses

Practically all licensed professional persons are required by law to annually renew their licenses. In this manner, revenue is raised to finance the activities of the various State Professional Examining Boards, to provide law enforcement facilities, and to provide an adequate administration organization.

It will be noted that Assistant Pharmacists, Pharmacists, and Osteopathic Surgeons did not renew their licenses in the year 1937. These professions began renewing their licenses in the year 1938, in accordance with legislation enacted during the 1937 Session of the General Assembly.

Table IV

Licenses (Types)	1937	1938
Architect	1059	1112
Assistant Pharmacist Did not renew		560
Chiropracist	672	681
Dental Hygienist	489	485
Dentist	7141	6965
Druggess Therapist	115	121
Engineer and Surveyor	3602	3756
Licensed Attendant	157	89
Medical Physician	13427	13459
Nurse	28945	23541
Optometrist	1635	1601
Osteopathic Physician	778	754
Osteopathic Surgeon Did not renew		29
Pharmacist Did not renew		6843
Physiotherapist	330	337
Veterinarian	495	526
Total	58,845	60,859

Trade and Vocation Data

Persons desiring to follow certain trades and vocations are examined by the Department of Public Instruction, and, having successfully completed their examinations, are issued licenses by and through the Department. These trades and vocations are Barbers, Beauticians, and Real Estate Brokers and Salesmen. The number of examinees for each of the trades and vocations, during the years of 1937 and 1938, is set forth in Table V.

Table V

Number of Trade and Vocation Examinees

Examinees (Types)	1937	1938
Barber	456	393
Beautician	4841	4804
Real Estate Broker and Salesman	1478	1478
Total	6,775	6,675

Each year a number of new licenses are issued for each of the trades and vocations. The number receiving new licenses is indicated in Table VI.

Table VI

Number of Trade and Vocation Licensees (New)

Licensees (Types)	1937	1938
Barber	447	340
Beautician	6990	6918
Real Estate Broker and Salesman	2934	1456
Total	10,371	8,714

The number of Real Estate Brokers and Salesmen licensed during the year 1938 is considerably smaller than the number licensed in the year 1937. This, perhaps, can be partially accounted for by the fact that the General Assembly of 1937 amended the Real Estate Law, and raised the standards for entrance to real estate practice.

As in the professions, the persons engaged in the trades and vocations mentioned annually renew their licenses. The number of licenses renewed, as indicated in Table VII, represents the number of persons eligible to practice the various trades and vocations.

Table VII

Number of Trade and Vocation Licenses Renewed

Licenses (Types)	1937	1938
Barber	20949	19884
Beautician	27511	34792
Real Estate Broker and Salesman ..	7831	9552
Total	56,291	64,228

The various laws, pertaining to the professions, trades, and vocations, enacted by the Legislature contain certain educational requirements which must be met by persons desiring to enter the professions, trades, and vocations. A good number of such laws require persons to have completed a secondary school education, or its equivalent, and a few require persons to have completed a certain amount of college work. It is surprising to find that a good number of persons who have not completed the secondary school or college requirements desire to enter professions, trades, and vocations. The Department of Public Instruction is confronted with the problem of determining the equivalent of a secondary school education, or any part of it, and the equivalent of certain college work.

The Department has adopted the policy, therefore, of determining the equivalent of a secondary school or college education by giving examinations. These are known as preprofessional examinations. When an individual has satisfactorily completed a sufficient number of the preprofessional examinations, as determined by the Department, a qualifying certificate is issued, indicating that the individual has met the preprofessional educational requirements as set forth in the law. In this way, a large number of persons who have not had the opportunity of completing a secondary school education and certain college work are permitted to qualify for professional study or for entrance to certain trades and vocations.

Preprofession Data

In Table VIII, the number of persons who have taken preprofessional examinations during the years 1937 and 1938 is indicated.

Table VIII

Number of Qualifying Certificate Examinees

Year	1937	1938
Number of Examinees	1900	1950

Data on Qualifying Certificates

It will be noted that close to two thousand persons in each of the years have taken advantage of the opportunity to earn the equivalent of certain educational requirements.

In Table IX, the number of qualifying certificates issued is set forth.

(Continued on page 20, col. 2)

Professional Licensing—Continued

State Scholarship Examinations--1939

Supplementing the original report of the 1939 State Scholarship Examination appearing in the September number of PUBLIC EDUCATION which gave the names and addresses of the scholarship winners, the following supplemental report is now made public and gives the first five ranking candidates in each of the eighty senatorial districts as well as the five ranking candidates in the State at large.

It is felt that this information will be of interest to the various secondary schools which had candidates entered in the examination:

State At Large

Donald H. Yoder, 306 Coleridge Ave., Altoona, Altoona H. S.
Hart K. Lichtenwalner, R D 3, Easton, Penn H. S.
Warren S. Wooster, 336 Wheeler Ave., Scranton, Scranton Central H. S.
Arthur Edwin Uber, Jr., Washington Township, Gibson Senior H. S.
Ruth Handelman, 718 W. Allegheny Ave., Phila., Phila. Girls H. S.

Adams County

George T. Miller, 1 West St., Gettysburg, Gettysburg H. S.
Eugene Winfield Sheely, New Oxford, New Oxford H. S.
Eugene R. Hartman, 5 Liberty St., Gettysburg, Gettysburg H. S.
Samuel C. Daley, Lee Museum, Gettysburg, Gettysburg H. S.
George R. Ditchburn, 141 E. Middle St., Gettysburg, Gettysburg H. S.

Allegheny—District 38

Leo F. Keenan, 1012 Herron Ave., Pittsburgh, Schenley H. S.
Frederick N. Egler, 1120 Wareman Ave., Pittsburgh, South Hills H. S.
Earl J. Callender, 119 Kenova St., Pittsburgh, South Hills H. S.
Ray O. McCahey, 418 Natchez St., Pittsburgh, South Hills H. S.
Irwin C. Rosen, 1500 Forbes St., Pittsburgh, Fifth Ave. H. S.

Allegheny—District 40

Barbara O. Browne, 281 Beaver Rd., Emsworth, Avonworth H. S.
Anna J. Walker, 1122 Park St., Tarentum, Tarentum H. S.
Grace K. Kramer, 917 Ormond St., Tarentum, Tarentum H. S.
George V. Hughes, 615 Ohio River Blvd., Avalon, Avalon H. S.
Janet McCormick, 135 Roosevelt Road, Emsworth, Ben Avon H. S.

Allegheny—District 42

Mary R. Keenan, 3254 Bainton St., Pittsburgh, Oliver H. S.
Matilda S. Marsh, 25 Chautauqua St., Pittsburgh, Oliver H. S.
Betty Anne Robesh, 414 Hawkins Ave., Pittsburgh, Perry H. S.
Alvin C. Allison, R D 2, Gibsonia, Mars H. S.
Joseph A. Ciummo, 1205 Gironda St., Pittsburgh, Allegheny H. S.

Allegheny—District 43

Joseph Conti, 219 Pearl St., Pittsburgh, Schenley H. S.
Walter W. Haller, Jr., 1635 Chislett St., Pittsburgh, Peabody H. S.
Jane E. Dunn, 244 Trowbridge St., Pittsburgh, Sacred Heart H. S.
Marjorie A. Noonan, 4400 Center Ave., Pittsburgh, Schenley H. S.
Edward M. McGehee, 4133½ Frank St., Pittsburgh, Taylor Alderdice H. S.

Allegheny—District 44

William C. Kelly, 438 Montview St., Wilkinsburg, Swissvale H. S.
Alice E. Kincaid, 7508 Trevanion Ave., Swissvale, Swissvale H. S.
Ernest Slauko Elyash, 419 Braddock Ave., Braddock, Braddock H. S.
Wilbert H. Schwotzer, 716 Bayne St., Versailles Boro., McKeesport Technical H. S.
Eloise M. Lawthers, 114 Ivy St., Edgewood, Edgewood H. S.

Allegheny—District 45

Frank E. Gribble, 212 Farragut St., Homestead, Munhall H. S.
Frank A. Trapp, 1141 Hillsdale Ave., Dormont, Dormont H. S.
Edward J. Sherry, 814 Parkside St., Mt. Lebanon, Mt. Lebanon H. S.
Henry McCall, 1322 Washington Rd., Pittsburgh, Mt. Lebanon H. S.
Sidney W. Hagerling, 2103 Brownsville Rd., Pittsburgh, Carrick H. S.

Armstrong County

Helen C. Reese, 1404 N. Grant Ave., Kittanning, Kittanning H. S.
Mary J. Ferguson, 274 S. McKean St., Kittanning, Kittanning H. S.
Flora M. Carleton, 1328 Fifth Ave., Ford City, Ford City H. S.
Helen L. Gales, 418 High St., Freeport, Freeport H. S.
Marjorie E. Bell, R D 1, Chicora, East Brady H. S.

Beaver County

William R. Banks, 213 Wilson Ave., Ambridge, Ambridge H. S.
Laurence D. Johnson, Darlington Rd., Patterson Heights, Beaver Falls H. S.
Mary C. Dittman, 1019 Second St., Beaver, Beaver H. S.
William J. Miller, 907 Penna. Ave., Monaca, Monaca H. S.
Robert R. Dixon, 506 Maplewood, Ambridge, Ambridge H. S.

Bedford County

Lois J. Kaiser, 30 Ridge Ave., Everett, Everett H. S.
William W. Middleton, 511 E. Pitt St., Bedford Boro., Bedford H. S.
Eugene O. Keefer, Riddlesburg, Broad Top Twp. H. S.
Clyde T. Stoner, Bedford Valley, Bedford H. S.
Rollin W. Quimby, Saxton, Saxton-Liberty H. S.

Berks County

Andrew K. Robinson, 405 Friedensburg Rd., Mt. Penn, Mt. Penn H. S.
Andrew W. Koch, 48 Locust St., Fleetwood, Fleetwood H. S.
James E. Gaut, R D 1, Douglassville, Pottstown Senior H. S.
Vivian M. Meyers, 927 N. Tenth St., Reading, Reading Senior H. S.
George F. Bierman, 847 Pear St., Reading, Reading Senior H. S.

Blair County

Donald H. Yoder, 306 Coleridge Ave., Altoona, Altoona Senior H. S.
Margaret M. Kilgore, 1206-21 Ave., Altoona, Altoona Senior H. S.
Robert A. Diehl, 2200 Adams Ave., Tyrone, Tyrone Senior H. S.
Clarence W. Hengst, R D, Claysburg, Greenfield Township H. S.
Louise M. Fuoss, 417 18th St., Tyrone, Tyrone H. S.

Bradford County

Kathryn M. Norton, 315 W. Lockhart St., Sayre, Sayre H. S.
Harry L. Wilcox, R D 1, Canton, Canton H. S.
Anne R. Hazard, 105 Maple St., Athens, Athens H. S.
Mary T. Weaver, 24 William St., Waverly, N. Y., Sayre H. S.
Janice I. Campbell, R D 2, Athens, Athens H. S.

Bucks County

Isaac M. Hunsberger, 125 S. Third St., Quakertown, Jr.-Sr. High School
Richard P. Boehr, Main St., Richlandtown, Jr.-Sr. H. S.
Edward K. Atkinson, Wrightstown, George H. S.
Robert L. Cooks, 240 S. Chancellor St., Newtown, George H. S.
Frank Z. Shelley, 187 N. Clinton St., Doylestown, Doylestown H. S.

Butler County

Arthur E. Uber, Jr., Hilliards, Gibson Senior H. S.
Helen L. McClester, 556 Third St., Butler, Gibson Senior H. S.
Mary E. McGary, Mars, Mars H. S.
George B. Oliver, R D 1, Portersville, Muddy Creek H. S.
Emily E. Bingham, 351 S. Main St., Slippery Rock, Slippery Rock H. S.

Cameron County

Dorothy Barton, R D 1, Emporium, Emporium H. S.
Howard P. Mayberry, Cameron, Emporium H. S.
James Lunn, 318 W. Fourth St., Emporium, Emporium H. S.
Thomas E. Coon, Tannery Row, Emporium, Emporium H. S.
Thomas A. Nickler, R D 1, Emporium, Emporium H. S.

Carbon County

Eva E. Melker, 433 E. Railroad St., Nesquehoning, Mauch Chunk Twp. H. S.
John W. Elliott, 625 Franklin Ave., Palmerton, S. S. Palmer H. S.
Helen R. Cohen, 134 W. Patterson St., Lansford, Lansford H. S.
Seitz, Florence Ivy, White St., Bowmanstown, S. S. Palmer H. S.
Margaret M. Mulhearn, 310 West Ridge St., Lansford, Lansford H. S.

Cambria County

Jean B. Daugherty, 908 Maple Ave., Barnesboro, Barnesboro H. S.
Lawrence T. Chervenak, Wayne Ave., Portage, Portage H. S.
Carl O. Hughes, 307 Grant St., South Fork, South Fork H. S.
Robert L. Ellis, 198 Wonder St., Johnstown, Johnstown Central H. S.
Ann E. Hill, Pearson St., Nanty-Glo, Nanty-Glo H. S.

Center County

Frances B. Dunkle, 129 Fifth St., Philipsburg, Philipsburg H. S.
David M. Thompson, 200 N. Allegheny St., Bellefonte, Bellefonte H. S.
Aleda R. Snow, 329 Mitchell St., State College, State College H. S.
Ruth F. Cromer, 630 W. Fairmount St., State College, State College H. S.
Helen M. Olsen, 18 W. Curtin St., Bellefonte, Bellefonte H. S.

Chester County

Hilda R. Knier, Wilbrae Farm, Downingtown, Downingtown H. S.
Frederick T. Cadmus III, R D 2, Pottstown, North Coventry H. S.
Charles E. Biachenall, 38 S. Fifth Ave., Coatesville, Coatesville H. S.
Frank R. Shuman, Indian Trail Rd., Chester Springs, Downingtown H. S.
Margaret Yarnell, R D 2, Kennett Square, Kennett Consolidated H. S.

Clarion County

Merle H. Wolcott, Tylersburg, Farmington H. S.
Josephine A. Kurtzhals, Tylersburg, Farmington H. S.
Elizabeth J. Cyphert, R D 1, Mayport, Clarion Limestone H. S.
Paul W. Frazer, East Brady, East Brady H. S.
Walter W. Weaver, R D 2, Clarion, Clarion H. S.

Clearfield County

William D. Rumberger, 519 S. Main St., DuBois, DuBois Senior H. S.
Mary L. Ibberson, 427 River Rd., Curwensville, Curwensville H. S.
Helen A. Hawk, Box 18, Penfield, Huston Twp. H. S.
Martha J. McNaull, 317 Filbert St., Curwensville, Curwensville H. S.
Eleanor A. Briggs, 314 George St., Curwensville, Curwensville H. S.

Clinton County

Helen S. Zable, St. Clair Ave., Renovo, Renovo H. S.
Jane E. Perry, 352 Susquehanna Ave., Renovo, Renovo H. S.
Lewis W. Gibb, 731 E. Main St., Lock Haven, Senior H. S.
William B. Bittner, 208 E. Church St., Lock Haven, Lock Haven H. S.
William Nicholson, Mackeyville, Lock Haven Senior H. S.

Columbia County

Edgar Elwood Heller, 115 E. Third St., Bloomsburg, Bloomsburg H. S.
Clark C. Bidleman, 321 E. 1st St., Bloomsburg, Jr.-Sr. H. S.
Daniel J. Young, R D 1, Stillwater, Benton Vocational H. S.
Glenn C. Wanich, 233 Fair St., Bloomsburg, Bloomsburg H. S.
Annetta E. Parsell, Pine St., Orangeville, Orangeville Vocational H. S.

Professional Licensing—Continued

Crawford County

Richard Gilliam, 115 High St., Cambridge Springs, Cambridge Springs H. S.
Clement I. Irons, W. Erie St., Linesville, Linesville H. S.
Marjorie L. Willey, R D 3, Cambridge Springs, Bloomfield H. S.
Jeanette M. Cochrane, Orchard Croft Inn, Cambridge Springs, Cambridge Springs H. S.
Catherine R. Cavelti, 468 Chestnut St., Meadville, Meadville H. S.

Cumberland County

Arthur F. Johnson, 3464 Trindle Rd., Camp Hill, Camp Hill H. S.
Betty McFarland, 2920 Dickinson St., Camp Hill, Camp Hill H. S.
Alice D. Rickards, 427 W. Main St., Mechanicsburg, Mechanicsburg H. S.
John E. Hampton, 474 E. King St., Shippensburg, Shippensburg H. S.
Walter F. Williams, 218 N. Pitt St., Carlisle, Lamberton H. S.

Dauphin County

Elizabeth B. Glenn, 3201 Front St., Harrisburg, William Penn H. S.
Herbert B. Rochman, 2459 N. 5th St., Harrisburg, William Penn H. S.
George A. Rodney, 408 Spruce St., Steelton, Steelton H. S.
Harry W. Hean, 535 Vine St., Middletown, Middletown H. S.
Marjorie Greenawalt, 3899 N. Front St., Harrisburg, William Penn H. S.

Delaware County

Frank Curtis, 608 Saude Ave., Essington, Ridley Park H. S.
Henry W. Jones, Jr., 227 Haverford Ave., Swarthmore, Swarthmore H. S.
Ruth M. Fisher, 27 Amosland Rd., Norwood, Glen-Nor H. S.
Conrad Tiedemann, Jr., 273 Orchard Rd., Springfield, Springfield H. S.
Thelma I. Perkins, Fairview Ave., Bon Air, Upper Darby, Haverford H. S.

Elk County

Roland A. Powell, 108 S. St., Ridgway, Ridgway Centennial H. S.
Mary J. Jones, 701 Penn St., Johnsonburg, Johnsonburg H. S.
Victoria Anne Marchese, P. O. Box 64, Johnsonburg, Johnsonburg H. S.
Triest J. Cappello, Box 133, James City, Durant H. S.
Daniel S. Dickinson, 106 W. Main St., Ridgway, Ridgway Centennial H. S.

Erie County

Robert O. Carlson, 2118 Raspberry St., Erie, Strong Vincent H. S.
Philip Scott Froniye, R D 4, North East, Joint H. S.
Guy E. Swanson, 150 W. 22nd St., Erie, Academy H. S.
Aimee R. Krimmel, 1019 W. Sixth St., Erie, Strong Vincent H. S.
Mont Rose Chellis, 120 W. 5th St., Erie, Erie East H. S.

Fayette County

Robert Allan Leach, 174 E. Cottey St., Uniontown, Senior H. S.
John W. Struble, 302 E. Patterson St., Connellsville, Connellsville H. S.
Esther A. Ebenhoe, Fayette Rd., Belle Vernon, Monessen H. S.
Lawrence T. Sherwood, Jr., Westtown, Westtown H. S.
Paul G. Swallow, 114 N. Sixth St., Connellsville, Connellsville H. S.

Forest County

Verna M. Lipford, Tionesta, Tionesta H. S.
Mildred I. Baker, R D 3, Pleasantville, Pleasantville H. S.
Charles A. Foreman, Tionesta, Tionesta H. S.
Flo Betty Crossman, Star R D, Marienville, Eldred Twp. H. S.
Helen M. Handy, R D 3, Pleasantville, Tionesta H. S.

Franklin County

William H. Cramer, 64 S. Second St., Chambersburg, Chambersburg H. S.
Thomas L. Zumbro, 36 Fairview Ave., Waynesboro, Waynesboro Senior H. S.
Ruth McCulloch Landis, Box 36, Fayetteville, Chambersburg H. S.
Kermit McClellan Laidig, R D 1, Newburg, Shippensburg Senior H. S.
Clifford McLucas, Lemasters, Peters Twp. H. S.

Fulton County

Jeanne L. Cutshall, R D 1, McConnellsburg, McConnellsburg H. S.
Reba J. Crouse, Big Cove Tannery, McConnellsburg H. S.
Bernard C. Barton, Crystal Spring, Bethel Township H. S.
John E. Lake, Laidig, Taylor Twp. H. S.
Mabelle F. Beatty, Needmore, Bethel Consolidated H. S.

Greene County

Ethel D. McCurdy, 79 College Heights, Waynesburg, Waynesburg H. S.
Walter A. Stewart, Waynesburg College, Waynesburg, Waynesburg H. S.
Jean Duncan, 169 S. Washington St., Waynesburg, Margaret Bell Miller H. S.
Donald D. Haggerty, P. O. Box 1, Crucible, Cumberland Twp. H. S.
Sarah Hartley, R D 1, Rices Landing, Jefferson District H. S.

Huntingdon County

Joseph G. Hanna, R D 1, Warriors Mark, Warriors Mark H. S.
Robert L. Parsons, 18 W. Milford St., Mt. Union, Mt. Union H. S.
Clark L. Beck, Warriors Mark, Warriors Mark H. S.
Charles E. Radle, 220 W. Penna. Ave., Mt. Union, Mt. Union H. S.
Sydney M. Swartz, 708 Portland Ave., Huntingdon, Huntingdon H. S.

Indiana County

Walter C. Hill, 1317 Church St., Indiana, Indiana H. S.
A. Joseph Sechler, Cherry Tree, Cherry Tree H. S.
Mary Belle Campbell, Box 4, Indiana, Indiana H. S.
Victoria J. Ecklund, Morris St., Clymer, Clymer H. S.
John Demeter, R D 3, Tide, Homer City H. S.

Jefferson County

Frank H. Thompson, 60 S. Pickering St., Brookville, Brookville H. S.
Allen Kahn, 107 Pine St., Brookville, Brookville H. S.
Earle Brosius Thompson, 60 S. Pickering St., Brookville, Brookville H. S.
Vada N. Clark, 67 E. Main St., Brookville, Brookville H. S.
Earle Duane Stewart, 216 E. Main St., Brookville, Brookville H. S.

Juniata County

Andrew L. Moffett, 9 N. Sixth St., Mifflintown, Juniata Joint H. S.
T. Pauline Zeiders, McAlisterville, Fayette Twp. H. S.
Clinton H. Fitzgerald, Port Royal, Port Royal H. S.
Margaret G. Thompson, Star Route, McAlisterville, Fayette Twp. H. S.
Archie R. Parsons, Fourth St., Port Royal, Port Royal H. S.

Lackawanna County

Warren S. Wooster, 536 Wheeler Ave., Scranton, Central H. S.
Gertrude R. Janssen, 224 Main Ave., Clarks Summit, Clarks Summit H. S.
Edward Sitko, 114 Linden Ave., Scranton, Central H. S.
Frank Z. Moran, 830 Beech St., Scranton, Central H. S.
Sidney Grabowski, Jr., 2612 Olyphant Ave., Scranton, Central H. S.

Lancaster County

Louise Elinore Wackernagel, 133 E. Vine St., Lancaster, J. P. McCaskey H. S.
Miriam K. Sherman, 528 State St., Lancaster, Shippen H. S.
Dorothy Smith, 122 W. Franklin St., Ephrata, Ephrata Boro. H. S.
Herbert S. Elins, 917 W. Walnut St., Lancaster, J. P. McCaskey H. S.
Mary C. Hammond, Church Square, Lititz, Lititz Boro. H. S.

Lawrence County

Robert Meermans, 506 Winter Ave., New Castle, New Castle H. S.
Samuel J. Davy, 611 N. Cedar St., New Castle, New Castle Senior H. S.
Irwin Master, 1 W. Long Ave., New Castle, New Castle H. S.
Rose M. Costa, 121 E. Lutton St., New Castle, New Castle Senior H. S.
Warren C. White, 225 Euclid Ave., New Castle, New Castle H. S.

Lebanon County

Jacob Lester Rhoades, R D 3, Lebanon, Lebanon Senior H. S.
Robert E. Heiland, 10 E. Main Ave., Myerstown, Myerstown H. S.
Russell H. Paine, 426 N. 8th St., Lebanon, Lebanon Senior H. S.
Frederick Strassner Frantz, 230 S. 8th St., Lebanon, Lebanon Senior H. S.
Jeane N. Brown, 407 Canal St., Lebanon, Lebanon Senior H. S.

Lehigh County

Stanley Caplan, 1106 Hamilton St., Allentown, Allentown H. S.
Lois May Kline, R D 1, New Tripoli, Allentown H. S.
Ernest P. Bollier, 137 N. Ellsworth St., Allentown, Allentown H. S.
Samuel H. Ottinger, 65 Warren St., Bethlehem, Fountain Hill H. S.
James D. King, 210 N. Howard St., Allentown, Allentown H. S.

Luzerne—District 20

Ethel M. Yeakel, 145 Monroe Ave., W. Hazleton, W. Hazleton H. S.
Maxwell Kaufer, 118 First Ave., Kingston, Soldiers and Sailors Memorial H. S.
Margaret L. French, 43 Second Ave., Kingston, Memorial H. S.
Isadore Rose, 45 E. Main St., Plymouth, Plymouth H. S.
Howard Halpin, 60 Oak St., Forty Fort, Forty Fort Jr.-Sr. H. S.

Luzerne—District 21

Fred P. Boody, 727 Susquehanna Ave., Wyoming, Wyoming Mem. H. S.
Isadore Isaac, Luzerne, Luzerne H. S.
Louise A. Wilski (Dzwileski), 161 Newport St., Glenlyon, Newport Twp. H. S.
Seymour Mark, 1084 Wyoming St., Exeter, Exeter H. S.
Ferris C. O. Miller, 513 Delaware Ave., W. Pittston, W. Pittston Sr. H. S.

Lycoming County

James M. Fisher, 2825 Dove St., Williamsport, Williamsport H. S.
George M. Hess, 360 E. Water St., Hughesville, Hughesville H. S.
Harry D. Cohn, 430 High St., Williamsport, Williamsport H. S.
Mary T. Osso, 1107 Memorial Ave., Williamsport, Williamsport H. S.
Robert C. Updegraff, 417 Cherry St., Montoursville, Montoursville H. S.

McKean County

Martha R. Miller, 16 Welch Ave., Bradford, Bradford Senior H. S.
Ann R. Yagur, 12 Bushnell St., Bradford, Bradford H. S.
Lois Kathleen Scherer, 216 Arnold Ave., Port Allegany, Port Allegany Senior H. S.
Merle J. Hyldahl, 31 Pleasant St., Bradford, Bradford Senior H. S.
Lucy E. Hardes, Coryville, Smethport H. S.

Mercer County

Ernest N. Petrick, 1140 Spearman St., Farrell, Farrell H. S.
Henry E. Collins, 427 Liberty St., Grove City, Grove City H. S.
William J. MacIntyre, 68 N. Water St., Sharon, Sharon H. S.
William T. Donner, 203 Ridge Ave., Sharpsville, Sharpsville H. S.
Harold A. Rosenblum, 1857 Haywood St., Farrell, Farrell H. S.

Mifflin County

Margaret L. Rupp, 23 N. Brown St., Lewistown, Lewistown Senior H. S.
Josiah L. Houser, Jr., 122 W. Third St., Lewistown, Lewistown H. S.
William Henry Foucart, Main St., New Bloomfield, Carson Long Inst. H. S.
John M. Stevens, Reedsville, Brown Twp. H. S.
Dorothy M. Pecht, Milroy, Armagh Twp. H. S.

Monroe County

Thomas O. McCool, R D 1, Henryville, Pocono Twp. H. S.
Jean E. Barthold, Seventh St., Stroudsburg, Stroudsburg H. S.
Bertha K. Courtright, R D 3, Stroudsburg, Stroudsburg H. S.
Iris V. Lehne, R D 1, Stroudsburg, Stroudsburg H. S.
Eleanor M. Kintz, R D 2, Stroudsburg, Stroudsburg H. S.

Montgomery County

Margaret L. Conner, 537 Buttonwood St., Norristown, A. D. Eisenhower H. S.
George D. Kratz, R D 1, North Wales, Lansdale H. S.
Walter S. Titlow, Jr., 1636 Williams Way, Norristown, Eisenhower Sr. H. S.
Edythe L. Eerner, 337 W. Eleventh Ave., Conshohocken, Conshohocken H. S.
Samuel J. Burruano, 125 E. Penn St., Norristown, Eisenhower Sr. H. S.

Professional Licensing—Concluded

Montour County

Thomas D. Magill, 218 Lower Mulberry St., Danville, Danville H. S.
William B. Adams, 225 Ash St., Danville, Danville H. S.
Thomas H. Cannard, 111 Ash St., Danville, Danville H. S.
John O. Merrell, 16 Bloom St., Danville, Danville H. S.
Mary E. Moore, 332 Bloom St., Danville, Danville H. S.

Northampton County

Hart K. Lichtenwalner, R D 3, Easton, Penn H. S.
Lynn C. Bartlett, 222 Warren Square, Bethlehem, Bethlehem H. S.
Edward A. Fehnel, 462 Adams St., Bethlehem, Bethlehem H. S.
Margaret E. Johnson, 624 Hamilton Ave., Bethlehem, Bethlehem H. S.
Barbara A. Lamson, 422 W. Broad St., Bethlehem, Bethlehem H. S.

Northumberland County

Donald J. Wardrop, Bear Gap, Coal Twp. H. S.
Robert T. Klinger, 882 Front St., Northumberland, Northumberland H. S.
Henry E. Harris, 309 E. Sunbury St., Shamokin, Shamokin H. S.
Edward W. Brennan, 1201 E. Webster St., Shamokin, St. Edwards H. S.
John J. Roche, 814 Market St., R D 2, Shamokin, Coal Twp. H. S.

Perry County

Melvin Cleveland Myers, Jr., 212 Marysville, Marysville H. S.
Ruby M. Sheibley, 432 Mulberry St., Newport, Newport Union H. S.
Anna B. Deppen, 3 Cumberland St., Duncannon, Duncannon H. S.
Mary C. Cox, 328 N. Fourth St., Newport, Newport Union H. S.
Richard G. Patterson, R D 1, Millerstown, Newport Union H. S.

Philadelphia—District 1

Norman Epstein, 1944 S. Galloway St., Phila., S. Phila. H. S. for Boys
Morris V. Shelanski, 609 Porter St., Phila., S. Phila. H. S. for Boys
Evelyn Mokren, 2444 S. Fourth St., Phila., S. Phila. H. S. for Girls
John Francis Dunn, 2538 S. Broad St., Phila., S. Phila. H. S. for Boys
Elsie Mokren, 2444 S. Fourth St., Phila., S. Phila. H. S. for Girls

Philadelphia—District 2

Frank F. Surowiec, 712 S. 21st St., Phila., Central H. S.
Sara C. Kratz, 1328 Chestnut St., Phila., Westtown School
Joseph J. Holmes, 2345 Carpenter St., Phila., Southeast Catholic H. S.
Isaac L. Auerbach, 1811 Spruce St., Phila., Central H. S.
Morris Levinson, 601 Wharton St., Phila., Central H. S.

Philadelphia—District 3

Mildred A. Pearl, 618 Poplar St., Phila., Girls H. S.
Selma I. Landisberg, 997 N. Sixth St., Phila., Girls H. S.
Margaret E. Naab, 2227 N. Second St., Phila., West Phila. Catholic H. S.

Philadelphia—District 4

Leonard Hoffman, 5105 Diamond St., Phila., Overbrook H. S.
Irene L. Doto, 5949 Nassau Rd., Phila., Overbrook H. S.
Lewis W. Eckert, Hershey Industrial School, Hershey, Hershey Industrial School, Hershey
Ellis B. Rifkin, 5630 Walnut St., Phila., Overbrook H. S.
Beatrice F. Sacks, 404 S. 60th St., Phila., West Phila. H. S.

Philadelphia—District 5

Frank A. Magid, 947 Franklin St., Phila., B. Franklin H. S.
Nelson E. Kimmelman, 2401 N. 5th St., Phila., Northeast H. S.
Joseph A. McNeilly, 2244 N. Second St., Phila., Roman Catholic H. S.
Harold R. Horn, 2806 Marvine St., Phila., Northeast H. S.
Josephine Yager, 1300 Randolph St., Phila., Kensington H. S.

Philadelphia—District 6

Max D. Ticktin, 4548 N. Warnock St., Phila., Olney H. S.
Henry Wm. Lam, 5916 Pulaski Ave., Germantown, Germantown H. S.
Leon Cohen, 4542 N. Warnock St., Phila., Olney H. S.
Miriam D. Bachofer, 5723 McMahon St., Phila., Phila. H. S. for Girls
Morton Newman, 4622 N. 11th St., Phila., Olney H. S.

Philadelphia—District 7

Theodore R. Shirland, 2436 N. 19th St., Phila., Simon Gratz H. S.
Glenn H. Kutz, 1531 W. Oakdale St., Phila., Northeast H. S.
Bernard Goodman, 2814 W. Susquehanna Ave., Phila., Simon Gratz H. S.
Alvin M. Cohen, 3237 Fontain St., Phila., Franklin H. S.
Andrew J. Dahlke, 1631 N. 29th St., Phila., Northeast H. S.

Philadelphia—District 8

Ruth Handelman, 718 W. Allegheny Ave., Phila., Phila. H. S. for Girls
Naomi Handelman, 718 W. Allegheny Ave., Phila., Phila. H. S. for Girls
Elsie C. Klein, 7234 Algon Ave., Phila., Olney H. S.
Samuel Breckman, 1312 Wingohocking St., Phila., Northeast H. S.
Mark Flomenhoft, 4522 York Rd., Phila., Northeast H. S.

Pike County

Hazel E. Gassmann, Box 481, Matamoras, Matamoras H. S.
Elizabeth A. Leslie, Milford, Milford H. S.
Douglas Harrington, Matamoras, Matamoras H. S.
Robert J. Coughlin, Blooming Grove, Hawley H. S.
Clara E. Treible, Unity House, Bushkill, E. Stroudsburg H. S.

Potter County

Ray H. Smith, Star Route, Shinglehouse, Shinglehouse H. S.
John R. Barnes, 403 N. Main St., Coudersport, Coudersport H. S.
Shirley L. Carpenter, Box 67, Genesee, Coudersport H. S.
Mary V. Devling, 14 Sherman St., Galeton, Galeton H. S.
Allan C. Kelley, 18 School St., Galeton, Galeton H. S.

Schuylkill County

Earle R. Swank, 28 Market St., Tamaqua, Tamaqua H. S.
Jean M. Smith, 1337 W. Norwegian St., Pottsville, Pottsville H. S.
Royce W. Pearson, 100 E. Main St., Tremont, Tremont H. S.
Louis F. Drummeter, 223 Sunbury St., Minersville, Minersville H. S.
Joseph F. Stutzman, 60 E. Main St., Tremont, Tremont Boro. H. S.

Snyder County

John P. Kearns, Beavertown, Beaver Vocational H. S.
Rosamond V. Bolig, R D 2, Selinsgrove, Selinsgrove H. S.
Marjorie A. Wolfe, 332 S. Market St., Selinsgrove, Selinsgrove H. S.
Pierce A. Coryell, 121 N. Market St., Selinsgrove, Selinsgrove H. S.
Doris I. Moyer, Freeburg, Freeburg H. S.

Somerset County

Meredith Eugene Barkley, R D 2, Holsopple, Boswell H. S.
George R. Pfeiffer, 314 Beachley St., Meyersdale, Meyersdale H. S.
Alexander R. Chis, Box 356 Hooversville, Hooversville H. S.
William R. LaRue, 328 High St., Meyersdale, Meyersdale H. S.
Irene E. Peline, Hooversville, Hooversville H. S.

Sullivan County

Belta C. Boyles, R D 1, Forksville, Elkland Twp. Vocational H. S.
Joseph J. Calaman, Mildred, Dushore H. S.
Edna M. Hatton, Mildred, Dushore H. S.
Gertrude A. Hembury, R D 1, Dushore, Dushore H. S.
Wayne C. Driscoll, R D 2, Dushore, Elkland Twp. Vocational H. S.

Susquehanna County

Elizabeth C. Hartt, R D 3, New Milford, New Milford Joint H. S.
Howard O. DePue, 18 Cliff St., Montrose, Montrose H. S.
Betty J. Davies, 67 Church St., Montrose, Montrose H. S.
Helena J. Sandell, 510 Pine St., Hallstead, Hallstead H. S.
Lawrence E. McGrath, 17 Grow Ave., Montrose, Montrose H. S.

Tioga County

J. Edward Husted, 145 Main St., Wellsboro, Wellsboro Jr.-Sr. H. S.
Courtney B. Phillips, Broad St., Tioga, Tioga H. S.
Lewis M. Theoharous, c/o Mansfield Res., Mansfield, Mansfield Sr. H. S.
John D. English, R D 1, Wellsboro, Wellsboro Jr.-Sr. H. S.
Gorton Wood, R D 1, Mansfield, Mansfield Sr. H. S.

Union County

Esther M. Buss, Allenwood, Montgomery-Clinton H. S.
Teresa M. Ticcony, 26 St. John St., Lewisburg, Lewisburg H. S.
Helen M. Chaapel, R D 3, Lewisburg, Lewisburg H. S.
Paul A. Winter, 1004 Market St., Lewisburg, Lewisburg H. S.
Meribeth Bond, 309 S. 6th St., Lewisburg, Lewisburg H. S.

Venango County

William F. Waddell, Pleasantville, Pleasantville H. S.
Cadmus G. Goss, 107 W. Sixth St., Oil City, Oil City Sr. H. S.
Margaret A. Crosby, 1209 W. First St., Oil City, Oil City H. S.
Viola A. Koonce, Emlenton, Emlenton H. S.
David J. Bloomquist, Box 219, Pleasantville, Pleasantville H. S.

Warren County

Elizabeth J. Summerville, 248 Main St., Tidioute, Tidioute H. S.
Joyce L. Anderegg, Chandlers Valley, Joint Vocational H. S.
Joseph Lepore, 409 Conewango Ave., Warren, Warren H. S.
Philip A. Africa, 207 Third Ave., Warren, Warren H. S.
James R. Mullhaupt, 207 Frank St., Warren, Warren H. S.

Washington County

Wade S. Paxton, 328 Third St., California, East Pike Run H. S.
Carolyn E. Foust, 411 Wilson Ave., Washington, Washington H. S.
William K. Headley, McClane Ave., Washington, Washington H. S.
Eva D. McSeveney, 880 Duncan St., Washington, Washington H. S.
David W. Miller, R D 1, Box 14, Washington, Trinity H. S.

Wayne County

Walter F. Heberling, Prompton, Honesdale H. S.
Dorothy J. Seipp, Damascus, Damascus H. S.
Patricia K. Murphy, 246 Bellemonte Ave., Hawley, Hawley H. S.
Charles R. Ammerman, 355 Ridge St., Honesdale, Honesdale H. S.
Marion A. Kreiter, 214 Ninth St., Honesdale, Honesdale H. S.

Westmoreland County

Eleanor J. Edwards, 437 Main St., Latrobe, Latrobe H. S.
Kathryn R. Peebles, Third St., West Newton, West Newton H. S.
John A. Duvall, 444 McKee St., Monessen, Monessen H. S.
Lester S. Haines, R D 2, Export, Jeannette H. S.
Ruth P. Fink, 4 Lincoln St., Irwin, Norwin H. S.

Wyoming County

Roy A. Gardner, Sr., 39 Slocum Ave., Tunkhannock, Jr.-Sr. H. S.
Lawrence D. Darling, Box 62, Nicholson, Nicholson H. S.
Elizabeth G. Rought, State St., Nicholson, Nicholson Boro. H. S.
Cecil K. Krewson, Jr., 87 Putnam St., Tunkhannock, Tunkhannock H. S.
John C. Rauch, Noxen, Noxen H. S.

York County

Mary C. Gable, R D 3, Stewartstown, Stewartstown H. S.
John H. Mueller, 738 S. Queen St., York, William Penn Senior H. S.
Horace Z. Feldman, 35 N. Queen St., York, William Penn Senior H. S.
May V. Guinea, 614 Broadway, Hanover, Eichelberger H. S.
John R. Emlet, 205 E. Middle St., Hanover, Eichelberger Sr. H. S.

School Employees' Retirement Board

H. H. BAISH
Secretary School Employees'
Retirement System

Retired Annuitants

During the school year 1938-1939 superannuation retirement allowances were granted to 398 members of the Public School Employees' Retirement Association. Of this number 351 were Present Employees, while 47 had been classified as New Entrants because they had entered public school service since July 18, 1917. During the year 195 superannuation annuitants died and one returned to service. At the close of the year there were 3,753 superannuation annuitants.

During the same year 77 disability annuities were granted. Of the members receiving such annuities 41 were Present Employees, while 36 were New Entrants. Thirty-five disability annuitants died during the year, five returned to service and there was one withdrawal. At the close of the year 804 persons were receiving disability annuities.

The General Assembly makes an appropriation from the General Fund for the payment of compensation to teachers who were in school service at least twenty years but separated from service prior to July 1, 1919 and were not in service since that date except temporarily for a period not to exceed one year. The Retirement Board is charged with the duty of administering the Fund. At the close of the year 502 Former Teachers received compensation from this Fund.

Checks aggregating \$314,382.59 were sent to Retirement Fund annuitants for the month of June, 1939. The compensation for Former Teachers for the same month amounted to \$10,612.83. Thus the Retirement Board offices sent checks aggregating \$324,995.42 to these two groups of former public school employees or their beneficiaries.

Twenty Teachers Retire

Twenty members of the School Employees' Retirement System were granted retirement allowances by the Retirement Board at its meeting in October. These school employees had rendered service in the public schools of Pennsylvania for periods ranging from twelve to fifty-one years, as follows:

Name	District	No. of Years
Jessie Baker	Pittsburgh, Allegheny	44-6/7
Charles G. Davies	Pittsburgh, Allegheny	25-3/4
Richard H. Killingsworth	Pittsburgh, Allegheny	18
Mabel C. Lindsay	Pittsburgh, Allegheny	40.3
Lyda Mahard	Pittsburgh, Allegheny	51
Maggie McAnally	Wilkins Twp., Allegheny	23
Maude Steele Smith	Darlington Twp., Beaver	18-3/8
Sarah I. Luce	North East Boro, Erie	22-5/8
Rilla B. Huber	Chambersburg, Franklin	37
J. T. Ruhl	St. Thomas, Franklin	32-1/9
Edward J. Ruerup	Allentown, Lehigh	12
Mary A. Jones	Larksville, Luzerne	48
C. A. Stahlman	Washington Twp., Lycoming	16-3/8
Clinton A. Bilheimer	Northampton	42
Beatrice H. Borst	Philadelphia, Phila.	44.2
Harry L. March	Philadelphia, Phila.	32
Mary A. C. Meagher	Philadelphia, Phila.	40.3
Olive V. Miller	Philadelphia, Phila.	41.6
Clara Threlfall	Philadelphia, Phila.	39
Clara A. Wheeler	Philadelphia, Phila.	37-4/5

Information for School Board Secretaries

The Public School Employees' Retirement System receives contributions from three sources, namely; the school employees of the Commonwealth, the local school districts, and the State.

At the close of each school month a deduction is made from the salary of each regular, full-time school employe in accordance with a schedule determined by the Actuary of the System and adopted by the Retirement Board. A statement of the various amounts deducted is to be forwarded to the Retirement Board Offices with a check for the aggregate amount at the close of each school month.

The total due from each school district is computed semi-annually. A statement of the amount due is sent to the district after the computation is completed.

The amount paid by the State equals the aggregate amount paid by the school districts semi-annually.

It is the policy of the Retirement Board to reduce to a minimum the number of reports required of employers. These reports are as brief as the data necessary to carry out the provisions of the Law will permit.

Three report forms are supplied to secure from school districts the necessary data.

Form A is to be submitted at the beginning of the year.

Form B is to be forwarded at the close of each month during which there has been a change in salary or personnel. A change in personnel may be caused by engaging a new employe or by the withdrawal, removal, or death of an employe.

Form C is the report used at the close of each month when a check is to be submitted for the aggregate amount deducted from salaries of employes in accordance with prescribed schedules. The report should be forwarded promptly even though there may be a delay of a few days in forwarding the check.

When reports are submitted promptly the work of all concerned is facilitated. Practically all the districts have cooperated in an encouraging manner in submitting the reports due at the beginning of the school year 1939-1940.

A handbook of monthly salary deductions can be secured upon request from the Retirement Board Offices by each new secretary. This handbook describes in detail the procedure to be followed when such deductions are to be determined.

Profession, Trade, and Vocation Data
(Continued from page 16, col. 2)

Table IX
Number of Qualifying Certificates Issued

Year	1937	1938
Number of Certificates	5939	6051

In each of the years, approximately six thousand such certificates have been issued. The data in Table IX include the certificates issued to persons who have completed the secondary school and college requirements in schools and colleges and who desire to enter professions, trades, and vocations, and those who earned qualifying certificates by taking the preprofessional examinations prepared and administered by the Department.

The data presented in this article are merely for the purpose of acquainting the reader with facts concerning the number of persons interested in professions, trades, and vocations, as well as the number practicing the same.

State Library and Museum

DR. JOSEPH L. RAFTER
Director State Library
and Museum

Pennsylvania State Library and Museum

The number of books loaned by the General Library Division of the State Library increased considerably during the month of September. Hundreds of research questions were answered showing a noticeable trend towards problems dealing with business. The European War also brought questions as to activities during the World War and especially the contribution of material and men made by Pennsylvania. Several Senior High School classes visited the Library and were given instructions in the use of the Library in general and the State Library in particular. The students were given a list of questions that required the use of the card index, periodical guides, year books, and encyclopaedias.

The Genealogical Section is a very interesting and busy section in the State Library, particularly because of the number of questions asked regarding Old Age and Widows' Pensions, as well as questions pertaining to information regarding Unemployment Compensation. A great deal of time is spent in giving information for passports and tracing of family relationships.

In the Archives Division the Historical Records Survey of the W. P. A. has continued its work indexing the Ninth Series of the Pennsylvania Archives. In addition, the Archives Division has done much work in photostating records pertaining to historical, military, and genealogical data.

During the month of October more than 2,600 books were shipped to schools, study clubs, public libraries, and individuals by the Extension Division of the State Library. Several new traveling libraries were sent out, and about 100 new books were cataloged. The Assistant Extension Librarian visited several libraries, attended two library meetings, held several conferences with trustees, promoted two libraries, and organized one library. Attention has also been given to the organization and development of new county libraries.

The Law Library circulated 233 books and assisted 320 readers. More than 500 periodicals were filed. Hundreds of cards were added to the Documents Section of the Law Library. Many unbound documents of the United States, Pennsylvania, other states, and foreign countries were received and filed.

Another section of the State Library is the Newspaper Clipping Service which distributes about 15,000 clippings a month to various departments of the State Government.

The visitors to the State Museum increased about 1,000 over the month of September making a total of about 5,500 for October. More than 26,000 slides were circulated; 22 projectors were loaned; and five film strips were circulated. Information on slides and slide material was furnished to more than 800 persons. Additional material for the Bear Group has been obtained and considerable progress has been made towards completing the background of this group. Several donations have been made to the Museum and special exhibits were held, one sponsored by the Capitol City Philatelic Society and another by the Harrisburg Art Association.

Regional Library Conference

The State Library was represented by the Director and a number of the staff at a Regional Conference of librarians from several states, held at Hershey, October 12-14. New Jersey, Maryland, Delaware, the District of Columbia, and Pennsylvania libraries of all types, including state, county, school, college, and special, sent between five and six hundred delegates to meet as a regional group for the first time.

Librarians who have made unusual contributions to the profession and authors of prominence were among the speakers. Of special interest was the participation of Mr. Ralph Munn, President of the American Library Association. Dr. Harry Allen Overstreet, an authority on adult education, addressed the conference on the part librarians will have to play in the demands that are coming for an enlarged program dealing with the education of adults. Roundtable discussions followed some of the suggestions developed by Doctor Overstreet.

A parade of bookmobiles used in county library work in the several states was reviewed by the delegates. Pennsylvania made a good showing with five out of the seven cars operating in the State taking part.

George Stevens, editor of the *Saturday Review of Literature*, discussed the making of a "best seller" from the publishers standpoint, and four writers, Miss Ann Hark, Mrs. Elsie Singmaster Lewars, Mrs. Agnes Turnbull, and Mr. Neil Swanson, spoke on the background of their books. These writers have contributed outstanding works to Pennsylvania literature.

Section meetings were held by special groups. Procedures and policies were debated, and interchange of opinions helped solve some of the problems of library administration.

Separate business sessions were held by each state association. Members of the State Library staff reported for committees and activities with which they are identified. Dr. Joseph L. Rafter, Director, gave a summary of library development throughout the State during the year. Miss Evelyn Matthews reported for the Committee on Standards and Certification, and Miss Nell Stevens, editor of the *Pennsylvania Library and Museum Notes*, distributed a special issue in the form of a "Directory of Personnel in Pennsylvania Libraries." Miss Stevens also served as a member of the Publicity Committee of the regional conference.

County libraries in Pennsylvania were the subject of talks with interested persons by Doctor Rafter and Miss Matthews.

All of the states were enthusiastic over the idea of a regional meeting and voted to continue similar ones.

Increased Library Service

The Pennsylvania State Library is endeavoring to strengthen its services to the citizens of the Commonwealth by providing adequate material for the use of the State officials and general public and to serve as a clearing house for the dissemination of information. Demands for assistance over the State in the form of inter-library loans, county aid, and in an advisory capacity will be met with the fullest cooperation possible.

State Library and Museum—Concluded

School Library Survey

Lancaster City and County

A survey of secondary school libraries in Lancaster City and County has recently been completed by the Lancaster County and City School Librarian's Association.

Among the items studied are the staff, the library room, the book collection, appropriations, circulation, attendance, service to other groups, and instruction given to students in the use of books and libraries. Tabulations of the findings are made by enrolment, so that each school is compared with others of the same size. Altogether thirty-nine schools were studied, including four junior high schools, twenty-five senior high schools, and ten combined junior and senior high schools.

Among this group there are nine full-time librarians and eleven others who are accredited in library service, but have the library in addition to a teaching schedule. Every school with an enrolment of five hundred or more has a full-time librarian. In the smaller schools, however, there is a need for interested teachers with library training to assume the responsibility for the book collections and to push interest in books and reading among students who do not have the advantages of a larger system.

"Our library is a shelf of books in the back of one of our classrooms" is the statement made by a principal of a two-room high school. What a contrast to that is the large, two stories high room with adjoining conference rooms and a workroom found in the city high school, or even the modern libraries of the township high schools in the county. Twenty-two schools have a room set aside for library use.

Despite the lack of library facilities in some instances, no school in the county is without a book collection. These vary in number from 200 to 8,385 volumes. Closely correlated to the number of books found in each library is the number circulated annually. Some of the smaller schools keep no records of circulation, but for those who do, the following figures are significant.

Enrolment	Average no. of books	Circulation 1937-1938
100 or less	473	363
100-199	575	4,401
200-299	1,900	8,429
300-399	2,330	8,429
400-499	2,336	6,680
500-750	2,159	9,431
750-999	3,024	17,230
1000-2000	3,587	24,885
over 2000	8,385	10,456 (1 sem.)

These figures do not fully indicate the service of the libraries, for much of the reference work required for classwork is completed in the library during school hours. Moreover, they do not include the circulation of other library materials such as periodicals, pamphlets, films, pictures, slides, and victrola records found in many school libraries.

In some districts the school library has even outgrown its former position as the "heart of the school" and has assumed a new role as a "center of the community." Eight schools in Lancaster County are serving the adults in their community with library books, some of them maintaining a regular evening schedule for the public and a separate collection of books for them. These schools are not only contributing an important part to adult education, but are also supplying a source of pleasure and enjoyment to those people who otherwise would have no

access to books. In several instances local groups such as the American Legion and the School Alumni Association have become interested to the point of giving financial support to the project.

In most places the appropriation made by the school board for library books is comparable to the size of the school and the size of the existing book collections. It varies from \$15 to \$900. Few schools come up to the accepted requirement of an expenditure of a dollar per student until the collection totals six books a student, but new material is being added each year. Moreover, appropriations are increasing annually indicating that the importance of the library in the school is being recognized.

The survey treats in detail many other phases of library work which are useful for individual check-up purposes and comparisons. The association plans to make it a basis for further study and improvement. Members of the committee who conducted the survey are Jane Gray, Chairman, Grace Flick, and Bessie Searles.

Further information may be secured by addressing Miss Jane Gray, Chairman, Committee on Survey of School Libraries, School Librarian's Association, Manheim Township High School, Lancaster, Pennsylvania.

Life and Contributions of William Penn

Following the observance of William Penn Day, October 24, school officials and teachers may be interested in source materials on the life and contributions of the Founder of our Commonwealth.

The contribution of William Penn to the founding of liberal government in America, his method of dealing with the Indians, and his moral and religious philosophy have been for many years a source of interest to pupils in the public schools of Pennsylvania.

Penn's policy of religious toleration attracted to his colony people of many religious faiths from western Europe. Among the earliest settlers were Quakers, Baptists, Mennonites, Reformed, Lutherans, and members of other religious faiths. These peoples represented different nationalities as English, Scots, Germans, Irish, and Swiss. The form of government which Penn established in his colony was representative. However, not every male citizen over twenty-one years of age was authorized to vote for members to the General Assembly. The limited electoral privileges common to the colonial Pennsylvania likewise existed in other colonies from Massachusetts to Georgia. Penn remained proprietor of his colony in America until the time of his death. After his death Pennsylvania remained in the possession of the Penn heirs until the outbreak of the American Revolution.

In order to assist pupils in better understanding the life and contributions of William Penn, the attention of teachers is called to the following inexpensive instructional materials and services made available by the Friends' Peace Committee, 304 Arch Street, Philadelphia, Pennsylvania.

The Life of William Penn—8 pictures to color. Subjects:

Nine Years Old (going to school at 6 A. M.)

A Lad Goes Adventuring (to Ireland)

A Young Man of Affairs Returns to Ireland

William and Guli (their marriage)

Pennsylvania's Charter is Granted

The Fleet-footed Governor (races with the Indians)

The Governor Rides to Haverford

Penn Bids Philadelphia a Last Farewell (his prayer for Phila.)

(Continued on page 27, col. 2)

Pennsylvania in History

FRANK W. MELVIN
Chairman Pennsylvania
Historical Commission

Restoration

Recent Activities at Commonwealth Properties

The past several months have been marked by definite advances in connection with the development of the Commission program, it is announced by Donald A. Cadzow, Supervisor of Properties. Especially significant has been the progress made in connection with administering the properties legislation with the aid of funds approved by the last Session of the General Assembly. At the Daniel Boone Homestead, plans for the restoration of the Boone House and the construction of a model Boonesboro Village to be used by Scouts and Pennsylvania youth have been completed. Mr. G. Edwin Brumbaugh of Philadelphia, former president of American Institute of Architects, has been appointed architect in charge of plans. The property has been visited recently by several historical groups and the restoration plans are attracting nation-wide attention.

At Fort Augusta there has been completed a model of the Fort which is erected on the front lawn and so arranged as to make it possible for the general public to secure a comprehensive picture of what the original Fort Augusta must have been. In addition, repairs have been made to the interior of the Fort Augusta Mansion, new museum facilities provided, and the buildings generally placed in condition to house a library and museum. A committee of Sunbury citizens provided funds to sponsor the necessary W. P. A. projects to make these improvements.

While Pennsbury Manor, at Tullytown, is not yet officially opened to the public, hundreds of visitors have already been shown through the buildings connected with the restoration recently completed by the General State Authority. The grading and landscaping of the property have been nearly completed. Additional areas of the land will be acquired in the near future which will greatly enhance the setting for the buildings. Plans are already being made for furnishing the interiors.

At Ambridge, in western Pennsylvania, the Museum Extension Division of the W. P. A. has been engaged for several months in preserving and organizing the thousands of historic relics to be found in the various buildings of Old Economy. In addition to an abundance of rich museum material, important documents bearing upon the history of the Harmony Society have been brought to light and they are being properly cataloged. A permanent guard service has been established. While again the property is not officially open to the public, an increasing number of visitors are reported during the past several months.

The last Session of the General Assembly turned over to the Commission the work of restoring and maintaining the famous Flagship Niagara, at Erie. Restorations previously undertaken were found to be somewhat at fault. The Commission has appointed a committee of experts headed by Mr. Howard I. Chapelle, of Ipswich, Massachusetts, an authority on the history of sailing vessels of this period. Several collections of papers and documents which have promised to shed new light on the history of the building of Perry's fleet have been searched in an effort to secure information upon which to base the most authentic possible restoration. Considerable new data have already been secured and the committee of technical

experts, headed by Mr. Chapelle, is engaged in preparing plans for the final restoration of this famous naval vessel. The W. P. A. will be called upon to undertake a project to carry on this work.

The Frontier Forts and Trails Survey

Organized about two years ago, the W. P. A. Frontier Forts and Trails Survey, sponsored by the Commission and operating in northwestern Pennsylvania, with headquarters at the Old Customs House in Erie, has reached the stage where it is making distinctive contributions to Pennsylvania history. Commission historian, S. K. Stevens, reports that a definite production schedule has been established which will result in the appearance within the next few months of several publications emanating from the Survey. Perhaps the most important of these is a volume to be known as *Wilderness Chronicles of Northwestern Pennsylvania*, a source book covering the period of French and English activity in this area. It will contain a carefully edited selection of letters, documents, and journals, and is already in press. This will be followed by a second volume entitled *The American Frontier in Northwestern Pennsylvania* and containing similar material illustrative of the history of the section from the Revolution to the end of the War of 1812. More general historical studies based upon the rich collections of source material accumulated by the project are scheduled and will include histories of the French, English, and American periods. Especially significant is a textbook on northwestern Pennsylvania history designed for school use. This has been entitled *Northwestern Pennsylvania Under Three Flags*. A detailed outline has been completed and it is expected that by the first of the year this text will be presented to the schools of this section for use in connection with their program of studies.

Several shorter volumes have been projected, together with the mimeographing of several hundred copies of some of the most valuable source material collected by the Survey. Included in this group will be the famous *DeLery Journal*, 1754-1755, the record of a French officer's experience at Fort Presq' Isle, now Erie, translated into English for the first time. *The History of the Venango Trail* is another publication of considerable interest which will be made available in mimeographed form. It provides an account of the historic Venango Trail and includes valuable data on the present location of the Trail made available through an engineering survey and historical research. It is expected that a considerable quantity of the nearly five thousand letters and documents contained in the papers of Colonel Henry Bouquet, transcribed from photostats in the Library of Congress, will be made available in mimeographed form.

The Survey has made available great quantities of new material bearing upon the history of the French occupation of northwestern Pennsylvania prior to the French and Indian War. Photostats from the French Archives have been translated in considerable quantities. It has been demonstrated beyond any doubt that the beginnings of this struggle are directly traceable to the French activities in this area. If funds are available, it may be possible to publish at least one volume containing selections from this material. A very large portion has never been made available to historians. Pennsylvania Population Company records have already been transcribed and five copies were distributed to five depositories throughout Pennsyl-

Pennsylvania in History—Continued



Fort Augusta Model
Placing the Miniature Buildings of Fort Augusta, Sunbury,
Northumberland County, Pennsylvania

vania. The records of the northwestern Pennsylvania office of the Holland Land Company have been transcribed similarly and it is hoped that they also may be made available in several libraries. A number of valuable historical maps assembled from Canadian, British, and French Archives have been collected by the project. These are being enlarged, redrawn, and traced to obtain highly accurate and legible reproductions. If funds are available, it will be possible to publish an historical atlas which will present many of these maps to the public for the first time.

In addition to its research contributions, the Survey is endeavoring to increase the popular knowledge of the history of this section. With this in view, a series of sketches of early northwestern Pennsylvania has been planned and the articles are appearing from time to time. Several newspaper articles have already been published. The project is also engaged in the preparation of a series of maps of the several counties in northwestern Pennsylvania covered by the Survey which will locate significant historical sites. It is hoped that it will be possible to secure the assistance of local automobile clubs or similar organizations in making possible their publication and distribution.

New Publications Available

Several new publications have been made available recently for distribution from the Commission office. *Conserving Pennsylvania's Historic Past* is a bulletin of twenty pages containing brief sketches of the history and development of the several State properties administered by the Commission together with illustrations. Another informational pamphlet is entitled *Pennsylvania in History*. This bulletin of eighteen pages presents a short account of the history and functions of the Commission, a sketch of the history of the Commonwealth, together with a brief outline of the evolution of the State government. It is especially designed for use in the schools and provides a

bird's-eye view of the historical importance of the State in national history. An interesting booklet prepared by the Federal Writers' Project containing an account of the Harmony Society and providing valuable background history of Old Economy is also available upon request.

The most recent publication of the Commission is the *Guide to Depositories of Manuscript Collections in Pennsylvania* compiled by the Historical Records Survey. A bulletin of one hundred twenty-six pages with an adequate index, it lists the principal public manuscript depositories of the Commonwealth and provides a brief guide to their holdings. The bulletin has already been placed in the hands of several leading historians who have been unanimous in accepting it as a major contribution to Pennsylvania historical work. The Commission is especially anxious to make it available to all individuals interested in historical research or study. All publications may be secured by writing the Commission office, 216 Education Building.

Historical Societies of the State Active

The year 1939 has been remarkable for the renewed enthusiasm and activity upon the part of the many local, county, and regional historical societies of the State, according to the secretary of the Pennsylvania Federation of Historical Societies, S. K. Stevens. The State Federation has just recently issued its 1939 *Year Book* which lists the principal societies, together with their officers and information concerning their activities. Especially valuable is data listing the library and museum facilities of the various societies, together with the hours during which they are available for the use of the public. Interested persons may secure a copy of the Annual by addressing the secretary, 216 Education Building. During the past year the membership of the Federation has increased materially and eighty societies are now affiliates.

Pennsylvania in History—Concluded



Fort Augusta Model
View Showing Bastion, Horizontal Picket Line, and Moat, Sunbury,
Northumberland County, Pennsylvania

During the year several new societies have become active, either as entirely new ventures or growing out of the reorganization of dormant but earlier societies. Most recent of these reorganizations took place at Gettysburg where the Adams County Historical Society has once more become active. In Centre County, a new organization has been perfected in the form of a Centre County Historical Society. Through a recent bequest, a headquarters building in historic Bellefonte together with the income from a sizeable endowment, has been made available for the use of the society. In Lawrence County, a new historical society, organized a year ago, is functioning aggressively with one hundred seventy-five members, and headquarters in the New Castle Free Public Library. Sullivan County recently organized a new society and plans have been already completed for the raising of funds to provide a library and museum building at Laporte. In McKean County, the historians of the region have been successful in organizing a Governor McKean Historical Society which has established its headquarters in the Court House at Smethport. Warren County expects a well-supported historical organization within the near future. These facts indicate the widespread and spontaneous character of the historical interest which is sweeping the State.

Especially significant as a feature of the new type of historical activity which is underway is the interest in making society resources available for use of the schools. Increasing number of societies have been supporting essay contests on local history. They have met with unusual success and have become an important contribution in stimulating historical interest in the schools. In Mifflin County, the historical society cooperated with the D.A.R. and American Legion last spring in sponsoring a county-wide historical essay contest, first prize for which was a two hundred dollars a year scholarship at Pennsylvania State College. The group also cooperated in pro-

viding for recognition in high school commencements of the sesquicentennial of Mifflin County. In western Pennsylvania, the Westmoreland-Fayette Historical Society, through the cooperation of Miss Helen Frick, was able to inaugurate a series of prize contests which were concluded on June 17. Worthwhile prizes were offered for essays on local history and handicraft and art contests with local historical subjects as their theme.

LICENSE RENEWAL FOR 1940

The license renewal year for 1940 for three professional groups in the Commonwealth started on October 31, 1939. The Registration and Renewals Division of the Bureau of Professional Licensing, Department of Public Instruction, prepared the renewal cards. These cards were dispatched to the licensees by their respective Board offices in the Education Building, Harrisburg. Approximately 32,000 renewal application cards were sent to registered Nurses, 851 to Osteopathic Physicians, and 31 to Osteopathic Surgeons.

During the first week in November, the members of four professional groups were mailed their renewal applications. They were: Professional Engineers 3,591, Surveyors 553, Optometrists 1,700, and Veterinarians 600. Their expiration date is November 30.

The members of these professions must renew their licenses on or before this date. Renewal applications should be returned promptly by the licensees with the proper fees so that the new 1940 licenses may be issued before the expiration date of the previous years' licenses, and the licensees may legally engage in carrying on their professional activities.

Have You Any Questions?

Editor's Note: The initiation of this new department of the Public Education Bulletin is for the purpose of more adequately fulfilling the clearing-house function of the Department house organ. Through its columns, an effort will be made to state and answer, as definitely as possible, those questions which come oftenest to the Department from public school officials and teachers. To its columns will be welcomed any and all constructive questions of general interest which its readers may care to submit.

1. Question: What per cent of pupils have health handicaps as shown by school medical inspection?

Answer: 63.7 per cent as shown by records in the State Department of Health for 1937-1938. This represents a reduction of 11.4 per cent in the last decade.

2. Question: What is the compulsory school age?

Answer: The period of a child's life from the time the child's parents elect to have the child in the school, and at no time later than at the age of eight years, until the age of seventeen years.

3. Question: Are there exceptions to this definition of compulsory school age?

Answer: Yes, exceptions can be made in the following types of cases:

- If the child has graduated from an approved senior high school prior to the age of seventeen.
- If the child has properly obtained an appropriate employment certificate or working permit.
- If the child is extremely retarded in his mental development.
- If the child is too handicapped physically to be provided for in the school or by home instruction.

4. Question: What are some characteristics of a good elementary school?

Answer: The following represent some of the chief characteristics of such schools:

- Its program respects the personality of the child, taking into account that he is unique, dynamic, social, and that he acts as a totality.
- Its school activity has real value to the individual pupil, here and now.
- Community resources are utilized effectively as materials of instruction.
- The school is more and more contributing to community development.

5. Question: What is meant by the term "secondary schools"?

Answer: The generic term "secondary schools," as used in Pennsylvania, embraces the following type of high schools:

- The six-year high school—any high school giving the work of the seventh, eighth, ninth, tenth, eleventh, and twelfth years.

- The four-year high school—any high school giving the work of the ninth, tenth, eleventh, and twelfth years only.

- The three-year high school—any high school giving the work of the ninth, tenth, and eleventh years only.

- The two-year high school—any school giving the work of the ninth and tenth years only.

- The junior high school—any high school giving the work of the seventh, eighth, and ninth years only, or of the seventh, eighth, ninth, and tenth years only.

- The senior high school—any school giving the work of the tenth, eleventh, and twelfth years only.

6. Question: What is Extension Education?

Answer: The Pennsylvania School Laws define Extension Education as "any instructional, recreational, or social service provided by the Board of School Directors of any school district, which is organized primarily for out-of-school youth and for adults, ***".

7. Question: What types of Extension Education activities are eligible for reimbursement from the State?

Answer: Any type of approved educational, recreational, or social service which is organized and maintained, by a board of school directors, for out-of-school youth and adults, including all activities of the day school program, literacy and citizenship education for immigrants and native illiterates, parent education, adult civic education, and community-center social and recreational activities.

8. Question: Are classes of a vocational education nature ever eligible for extension reimbursement?

Answer: Any vocational education class, organized outside of the regular day school program, which does not meet the required standards for Smith-Hughes or George-Deen vocational reimbursement, is eligible for Extension Education reimbursement.

9. Question: How many units of credit are required in order to be graduated from a public secondary school in Pennsylvania?

Answer: Graduation, per se., is recognized for the completion of the work of six-year high schools, four-year high schools, and senior high schools only, for which thirteen units of credit achieved in the tenth, eleventh, and twelfth years, are required.

Have You Any Questions?—Concluded

10. Question: What restrictions in the form of required courses and electives, if any, govern the fulfillment of graduation requirements?

Answer: The thirteen units required for graduation shall be expressed in terms of three-unit sequences, two-unit sequences, and single units. Of the thirteen units required, at least nine shall be comprised of sequences, including at least one three-unit sequence. Two of the thirteen units required shall be in English, two in social studies, and one in health and physical education.

11. Question: What constitutes a unit of credit?

Answer: A unit of credit shall represent, exclusive of time for changing classes, a minimum of 200 minutes per week of classroom work presuming additional reading or study, for a period of thirty-six weeks, or its equivalent.

A unit of credit of combined classroom and laboratory work or shop practice shall represent 250 minutes per week for thirty-six weeks, or its equivalent.

A unit of credit for work of purely laboratory or shop nature shall be counted as having generally half the value of classroom work except that five periods of sixty minutes each, or six periods of fifty minutes each, shall be counted as one unit.

12. Question: What constitutes an indispensable health guard in public school athletics?

Answer: No student should be permitted to participate in inter-scholastic athletics without a tuberculin test. All positive reactions should be X-rayed to determine those who have lesions or calcified nodules.

13. Question: What kinds of exceptional children are considered, in Pennsylvania, to be in need of special education?

Answer: Mentally superior, mentally retarded, speech defective, partially sighted, blind, hard-of-hearing, deaf, physically delicate (malnourished, cardiac, tubercular), and crippled.

14. Question: How does Pennsylvania rank with other states in library service?

Answer: So far as is known Pennsylvania is in forty-sixth position, third from the bottom.

Of a population of 9,631,350, in 1935, approximately 6,233,000, had public library service. Since 1935 the number of people unserved by public libraries has been reduced from approximately 4,356,000 to approximately 3,398,000. The public library service in Pennsylvania, as of 1935, is reflected in the following statements:

- In number of people without public library service—Pennsylvania was first among the forty-eight states with 4,356,522 persons unserved.
- In expenditures per capita for public library service—Pennsylvania was twenty-fifth with an expenditure of twenty-six cents per person.
- In per cent of total population without library service—Pennsylvania was twenty-fourth with 45 per cent unserved.

- In number of volumes per capita in public libraries—Pennsylvania was thirty-fourth with 47/100 of one volume per person.

- In book circulation of public libraries per capita—Pennsylvania was thirty-third with 2.27 volumes per person.

Life and Contributions of William Penn

(Continued from page 22)

Each picture is on white paper eight and one-half inches by eleven inches, with a descriptive paragraph from Penn by Elizabeth Janet Gray (published by the Viking Press, N. Y.), a delightful account of Penn's life. The pictures were done by Marion T. Justice, well known illustrator of children's books.

Prices:

1 set —free	50 sets—\$1.25
10 sets—.35	100 sets—\$2.00

William Penn Packets, graded. Stories, pictures, plays. Contents:

1. (Grades I-III)

Why Penn Is Famous	Eagle and Beaver
The Great Treaty	Sign on the Door
Picture: The Treaty	Pictures to color:
Fairest Page in History	The Papoose
Song	The Cave Homes
Fierce Feathers	"Life of Wm. Penn"
The Walking Purchase	

2. (Grades IV-VI)

Sumner's Tribute	Fairest Page in History
Poem: Pennsylvania	Picture of Treaty
Penn and his Sword	The Treaty is Broken
Fierce Feathers	Pictures to color:
Sign on the Door	The Papoose
The Great Treaty	The Cave Homes
Text of Penn's Treaty	"Life of Wm. Penn"

3. (Grades VII-XII)

Penn's Plan for Pennsylvania	Text of Treaty
Penn's Maxims	Picture of Treaty
Penn's Letter to Natives	Poem: Pennsylvania
Penn, Founder of Pennsylvania (39p.)	Excerpts from Penn's Writings (by Lingelbach)
An Unarmed State	

Price per packet: twenty-five cents. Note: Packets 1 and 2 include the set of pictures to color, "The Life of William Penn".

Slides: *The Founding of Pennsylvania*. A set of eighteen slides with a descriptive lecture. No charge, except transportation.

Speakers: whose talk will supplement the slides, or others who will talk on Penn's life, or on related subjects of your choice. Consult Anne H. Price, Director, Speakers' Bureau, 304 Arch Street, Philadelphia. LOMBARD 3664. No charge for this service.

Pageants and Plays: Both are available, but it is suggested that they be looked over in the office of the Friends' Peace Committee before a selection is made, to insure securing more nearly what is desired.

RADIO CALENDAR

FALL-WINTER—1939-1940

The American Association of School Administrators
A Department of the National Education Association of
the United States

1201 Sixteenth Street Northwest, Washington, D. C.

All Programs Listed as Eastern Standard Time

The broadcasting companies are sometimes obliged to make
last minute changes

It is advised that a re-check be made with local papers.

MONDAY

Morning

*9:15— 9:45 American School of the Air—CBS

Afternoon

12:30— 1:15 National Farm and Home Hour—NBC Blue

2:00— 2:30 Adventure in Reading—NBC Blue

3:45— 4:00 Between the Bookends—NBC Blue

4:00— 4:30 Curtis Institute of Music—CBS

4:30— 4:45 Adventures in Science—CBS

Evening

7:15— 7:30 Science on the March—NBC Blue

8:00— 8:30 Author! Author!—MBS

9:30—10:00 Youth Questions the Headlines—NBC Blue

10:30—11:00 National Radio Forum—NBC Blue

10:30—11:15 Pageant of Melody—MBS

TUESDAY

Morning

*9:15— 9:45 Folk Music of America, NEA program—CBS

Afternoon

12:30— 1:15 National Farm and Home Hour—NBC Blue

2:00— 2:30 Gallant American Women—NBC Blue

3:45— 4:00 Between the Bookends—NBC Blue

4:30— 4:45 Of Men and Books—CBS

Evening

6:30— 6:45 Kaltenborn Edits the News—CBS

7:00— 7:15 Fulton Lewis, Jr., news—MBS

9:30—10:00 Meet Mr. Weeks—NBC Blue

9:30—10:00 Mozart Concerto Series—MBS

10:00—10:15 Raymond Gram Swing, news—MBS

10:45—11:00 Public Affairs—CBS

WEDNESDAY

Morning

8:45— 9:00 Greenfield Village Chapel—CBS

*9:15— 9:45 New Horizons, NEA program—CBS

11:45—12:00 Rutgers Homemakers' Forum—MBS

Afternoon

12:30— 1:15 National Farm and Home Hour—NBC Blue

2:00— 2:15 Music for Young Listeners—NBC Blue

3:45— 4:00 Between the Bookends—NBC Blue

4:30— 4:45 Highways to Health—CBS

Evening

10:00—10:15 Raymond Gram Swing, news—MBS

10:30—11:00 Columbia Concert Hall—CBS

11:05—11:15 Baukhage, news—NBC Red

THURSDAY

Morning

*9:15— 9:45 Tales from Far and Near, NEA program—
CBS

11:45—12:00 Medical Information Bureau—MBS

Afternoon

12:30— 1:15 National Farm and Home Hour—NBC Blue

2:00— 2:30 Ideas That Came True—NBC Blue

3:45— 4:00 Between the Bookends—NBC Blue

4:30— 4:45 So You Want To Be—CBS

4:30— 4:55 Medicine in the News—NBC Blue

Evening

6:30— 6:45 Kaltenborn Edits the News—CBS

7:00— 7:15 Fulton Lewis, Jr., news—MBS

9:30—10:30 America's Town Meeting of the Air—NBC
Blue

10:00—10:15 Raymond Gram Swing, news—MBS

10:00—10:30 Workshop—CBS

10:30—11:00 Americans at Work—CBS

FRIDAY

Morning

*9:15— 9:45 This Living World, NEA program—CBS

11:45—12:00 Radio Garden Club—MBS

Afternoon

12:30— 1:15 National Farm and Home Hour—NBC Blue

2:00— 3:00 Damrosch Music Appreciation Hour—
NBC Blue

3:45— 4:00 Between the Bookends—NBC Blue

4:30— 4:45 Men Behind the Stars—CBS

Evening

6:00— 6:15 Torch of Progress—NBC Red

7:45— 8:00 Magic Waves—NBC Red

8:00— 8:30 Order of Adventures—NBC Blue

8:30— 9:00 Sinfonietta—MBS

10:30—10:45 Story Behind the Headlines—NBC Red

SATURDAY

Morning

10:00—10:30 Bull Session—CBS

10:15—10:30 No School Today—NBC Red

10:30—11:00 Bright Ideas Club—NBC Red

10:45—11:00 The Child Grows Up—NBC Blue

11:05—12:00 Cincinnati Conservatory of Music—CBS

11:15—11:30 This Wonderful World—MBS

Afternoon

12:00—12:25 American Education Forum—NBC Blue

12:00—12:30 Country Journal—CBS

12:30— 1:00 Let's Pretend—CBS

12:30— 1:15 National Farm and Home Hour—NBC Blue

1:00— 1:30 What Price America—CBS

Evening

6:30— 6:45 What's Art to Me?—CBS

7:00— 7:30 People's Platform—CBS

7:30— 8:00 Art for Your Sake—NBC Red

9:30—10:00 Symphonic Strings—MBS

10:00—11:30 NBC Symphony Orchestra—NBC Blue

10:45—11:00 Public Affairs—CBS

SUNDAY

Morning

9:30—10:00 Wings Over Jordan—CBS

10:30—11:00 March of Games—CBS

11:15—11:30 Reviewing Stand—MBS

11:30—12:00 The Southernaires—NBC Blue

Afternoon

12:30—12:45 American Wildlife—MBS

12:30— 1:00 On Your Job—NBC Red

1:00— 1:15 Pilgrimage of Poetry—NBC Blue

2:00— 2:30 Democracy in Action—CBS

2:00— 3:00 Great Plays—NBC Blue

2:30— 2:55 So You Think You Know Music—CBS

2:30— 3:00 University of Chicago Round Table—
NBC Red

3:00— 4:30 New York Philharmonic-Symphony—CBS

4:30— 5:00 The World Is Yours—NBC Red

Evening

7:00— 7:30 This Week in Europe—CBS

8:00— 9:00 American Forum of the Air—MBS

NOTE: This calendar lists sustaining programs only. For
more detailed listings of other broadcasts, write
the following:

Columbia Broadcasting System 485 Madison
Avenue, New York, N. Y.

Mutual Broadcasting System, 1440 Broadway,
New York, N. Y.

National Broadcasting Company, 30 Rockefeller
Plaza, New York, N. Y.

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